GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1874-75.

Calcutta:
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GENERAL DEPARTMENT.

EDUCATION—No. 101.

CALCUTTA, THE 13TH JANUARY 1876.

RESOLUTION.

READ—

The General Report on Public Instruction in Bengal for the year 1874-75.

The departure from India of the Director of Public Instruction, Mr. Atkinson, rendered it necessary that this report should be prepared by an officer who was not in actual charge of the department of education during the year under review. But the report, though drawn up under this disadvantage, gives a clear and comprehensive account of the progress of education during the year, and the Lieutenant-Governor's thanks are due to Mr. Sutcliffe for the care which has been bestowed upon the report, for the judgment with which important passages have been selected from the reports of local officers, and for the valuable remarks and suggestions of the Officiating Director himself.

2. The total number of schools shewn in the returns of the year is 17,940 with 517,239 pupils, against 15,926 schools with 463,216 pupils in the preceding year, and this result has been attained notwithstanding the transfer of Sylhet to the province of Assam. But it is explained that some part of this apparent increase belongs to unaided schools not under regular inspection; and that the total gain to organized education under Government superintendence and with Government aid is represented by an increase of 1,050 schools and 35,015 pupils.

3. The expenditure upon education during the year was Rs. 39,27,000, of which Rs. 22,59,000 were contributed by Government, and Rs. 16,68,000 were paid by the people. There was an increase of Government expenditure upon schools of all classes during the year. The proportion of the expenditure paid by the people is highest in the higher English schools, where it amounts to 69 per cent., and lowest in schools devoted to special education, where it is only 28 per cent. of the whole sum expended. In the 17th and following paragraphs of the report some interesting figures are given, showing the number of pupils per thousand of the population in each division of the Lower Provinces, the percentage of pupils attending each of the different classes of schools, and the amount contributed to education by Government and by the people for each thousand of the population. But the figures given in the 18th paragraph seem to call for some further explanation when compared with what is afterwards said in paragraph 189 of the number of pupils in the several stages of those schools which are classed under the head of secondary instruction. For example, it is said in paragraph 18 that in the Dacca Division 41 per cent. of the pupils are beyond the primary stage of education, and of these 19 per cent. are learning English. Apparently every boy in a higher or middle school is reckoned as having passed beyond the primary stage, and every boy in a school in which English is taught is reckoned as learning English. But it appears from paragraph 189 that of the total number of pupils in higher and middle schools, more than 50 per cent. are still in the lower section of the primary stage of instruction; that is to say, they cannot yet read, write, and understand easy sentences in their mother tongue. It would seem that pupils in this stage should be reckoned as receiving primary education, though they may be receiving it in higher or middle schools.

4. The paragraphs of the report which deal with the subject of primary instruction show that the large increase in the number of aided primary

schools which has taken place under the working of the orders of September 1872 has not yet reached its limits. There was a small decrease in the number of primary schools aided under the old system, though the number of pupils in those schools showed a slight increase, but the number of pathsalas aided under the new scheme (departmentally known as E patshalas) rose from 9,645 with 231,323 pupils in 1873-74, to 10,638 with 257,310 pupils in 1874-75. The total number of primary schools of all kinds was 13,145 with 330,024 pupils, being a net increase of 916 schools and 26,587 scholars. The State expenditure upon primary schools was Rs. 4,42,699, of which Rs. 3,05,500 were expended upon the E patshalas. The average annual cost to Government of each E patshala was Rs. 29, and that of the primary schools under former systems was Rs. 54-8.

5. The Director has remarked that this increase in the number of aided schools does not imply a corresponding addition to primary education, as many boys now under instruction in aided patshalas would still have received education of some kind or other if no patshala grant had been given. This is no doubt true of districts (such as the districts of the Orissa division) in which indigenous schools were numerous before the introduction of the new system. In 1866 it was estimated that there were 1,900 unaided indigenous schools in Midnapore, and the number of patshalas now under inspection in the district is 1,991, showing it to be probable that the aid given by Government has not materially increased the number of such schools. But the case is very different in some other parts of Bengal, and especially in the Eastern districts, in which (with the single exception of Chittagong) unaided indigenous patshalas seem hardly to have existed a few years ago. It is also to be remembered that besides the inspected primary schools many new patshalas, which are still unaided, and which are not shown in the returns, have sprung up in the hope of receiving a grant. On the whole, it appears not improbable that the 10,000 patshalas now aided under the new scheme represent an addition of not less than 5,000 to the number of primary schools which existed three years ago.

6. The influence, however, of the system has been shown by results which are of far more importance than a mere increase in the number of schools and pupils. Primary education has for the first time been organized, regular hours and a fixed course of study have been introduced, and a commencement at least has been made of giving village schoolmasters the advantage of normal school training. The result has been not only that the standard of education has been improved and rendered progressive, but that these primary schools now attract classes of the population who previously scarcely came under instruction at all. The increase in the number of Mahomedan boys at school during the last three years is very remarkable, and 86 per cent. of the whole number are being taught in primary schools The new patshalas have also added largely to the number of girls of the lower classes who are receiving instruction.

7. The Lieutenant-Governor is glad to learn that the difficulty arising from the alleged refusal of the people to pay village schoolmasters the customary fees seems to be disappearing. In Eastern Bengal it is said to have been over-estimated in former reports. In the Presidency division the people pay three-fifths of the whole income of the gurus ; and in Behar the private expenditure is not less than the Government grant. Even in Orissa, in which the difficulty still exists, the objections of the people to the payment of fees are less than when the new system was first introduced.

8. There are a few exceptionally backward districts (such as Chumparun) in which the number of primary schools is still very insufficient. But in the great majority of districts in the Lower Provinces the time appears to have arrived when an increase in the number of schools and pupils is no longer the chief object to be attained. It is now of more importance to ensure, by systematic and efficient inspection, that the money granted by Government is bestowed to the best advantage, and gradually to raise the standard among both pupils and teachers in such a manner as not to exclude from our primary schools the humblest and most ignorant classes of the population. In the detailed arrangements by which these objects are to be effected, it would be the Lieutenant-Governor's wish that much should be left to the discretion of district officers and school committees. Whether the primary school fund shall be

administered on a system of fixed grants, or on the principle of payment by results, or on a combination of these two principles; by what agency village schoolmasters shall be paid; whether the examinations shall be central or local, are all matters upon which no uniform rule is either necessary or desirable.

9. The Lieutenant-Governor again notices with much satisfaction the excellent results attained in Midnapore under the admirably organized system established by the District Magistrate, Mr. Harrison. The average expenditure upon each patshala in this district was only Rs. 9 per annum, but an energetic and successful guru might earn Rs. 50, or even more. The fee incomes of the gurus amounted to four times the Government grant. It is observed, however, that the Inspector is of opinion that the primary school fund is less judiciously expended in Midnapore than in Burdwan, in which latter district it is stated that "only large and well-attended patshalas, in which the youthful intellect of the neighbourhood is concentrated, are subsidized." The Lieutenant-Governor has already said that he desires to leave a large discretion to local officers in matters of this kind, but he is constrained to remark that the system pursued in Burdwan does not appear to provide sufficiently for that education of the masses which it is the main object of the primary school fund to encourage and assist. The thriving patshalas of Burdwan seem rather to answer to those intermediate schools which will now be established under recent orders of Government, than to primary schools for the lowest classes of the population.

10. The primary scholarships were eagerly competed for in almost all districts, so eagerly that the conduct of the examination is a work of considerable labour and difficulty. The procedure varied much in different districts: in some, boys of all ages were admitted to the examination, though those above 14 were debarred from obtaining scholarships; in other districts, only those qualified for scholarships were allowed to attend the examination. Some committees gave certificates of competency to all who passed the examination, others placed on record only the names of those who actually obtained scholarships. The Lieutenant-Governor would ask the Director to consider how far it is desirable to prescribe an uniformity of practice in these respects and in other particulars connected with the examination. There appears an anomaly in allowing boys to go up whose age disqualifies them from obtaining scholarships. Under recent orders, primary scholarships will be restricted to boys under eleven years of age, and the standard of the examination must accordingly be such that boys of that age may reasonably be expected to be able to pass it. It would seem that boys of 14 can hardly be entitled to a certificate of competency for passing an examination intended for children three years younger. On the other hand, it appears desirable that all who pass should receive an official recognition of their proficiency, and it is stated that this certificate is much prized, not only by the boys themselves, but also by their gurus and parents. The Lieutenant-Governor would be glad to receive an expression of the Director's opinion whether these matters should be left to the discretion of Local Committees, or whether some general regulations should be laid down, and if so, what should be the nature of them.

11. The Lieutenant-Governor desires to reiterate the injunctions laid down by the annual resolution of last year upon all Magistrate-Collectors and their subordinates throughout these provinces to do their very utmost, *firstly*, to extend primary education among the lower classes of the people, especially the agricultural classes; and *secondly*, to gradually improve its organization and its quality. He expects every civil executive officer to consider himself as charged with a solemn responsibility in this respect. He will take careful note of those officers who succeed, and of those who fail, in giving full effect to this order.

At present he has the pleasure of thanking the Magistrate-Collectors of the following districts:—

Midnapore.	Mymensingh.
Backergunge.	Monghyr.

On the other hand, he must point out to the Magistrate-Collectors of the following districts that the present rate of progress appears to be unsatisfactory, and must be very soon improved :—

Chumparun.
Durbhunga.

12. The number of pupils receiving secondary instruction in higher and middle schools was 486,734, of whom 471,080 were boys, and 15,654 were girls. These figures, however, seem to call for some further explanation, as in paragraph 491 of the report, 15,654 is given as the total number of girls under instruction, including those in lower vernacular schools and patshalas. It is satisfactory to find that while the total increase of pupils in higher and middle schools is 8 per cent., the increase in the upper stage amounts to 11 per cent., showing that a larger proportion of boys now carry their studies to a more advanced point than was the case last year.

13. The number of Government English middle schools remained stationary, and the Government vernacular schools decreased from 186 to 180, but this loss was made up by an increase in the number of both aided and unaided schools. Taking Government and aided schools together, there was an increase of 72 schools and of 6,197 pupils. The total expenditure upon middle schools was Rs. 7,61,097, of which Rs. 3,04,412 were contributed by the State, and Rs. 4,56,685 were raised from local funds. The Lieutenant-Governor, however, observes that though the number of Government schools decreased by six, the expenditure upon them rose from Rs. 92,769 in the preceding year, to Rs 97,043, and this result does not seem to be accounted for in the report.

14. Education in middle schools is tested by the examinations for minor and vernacular scholarships, and it appears from the report that the results of these examinations were as follow :—

	Candidates.	Number passed.	Number that obtained scholarships.
Minor scholarships	1,060	662	114
Vernacular scholarships	3,365	2,328	221

The comparative success of the middle schools of the several divisions would be more clearly exhibited if the table given in paragraph 196 of the report had shown the number of students who passed in each of the three grades into which those who satisfy the examiners are divided. In the succeeding paragraphs of the report this information is given for some divisions, but not for all.

15. The Lieutenant-Governor is glad to find that middle schools, which appeared from the report of last year to be in a somewhat languishing state, are now working more successfully. There seems good reason to hope that this improved condition of the schools of this class will be maintained, and still further advanced by the operation of the recent orders for the foundation of intermediate scholarships. Middle schools have hitherto been under the disadvantage of having had no regular source of supply from the educational stratum immediately below them. The gulf between the patshala and the middle school was a wide one, and as boys up to the age of 14 could compete for primary scholarships, they preferred continuing in the patshala to entering the middle school. But in future the limit of age for these scholarships will be eleven years, and the teaching in the patshala will be more directly a preparation for the course of instruction in the middle vernacular or anglo-vernacular school, and for competition for the intermediate scholarships. It may therefore be expected that primary school pupils will pass into the middle schools in much greater numbers than has hitherto been the case, and the patshala will become, as it should be, a link in the educational chain, though still retaining its character as a place of strictly elementary instruction.

16. The number of higher English schools teaching up to the standard of the University Entrance Examination was 125 with 20,030 pupils, showing an increase of three schools and 1,738 scholars over the figures of last year. The increase was in the aided schools, the Government schools having decreased by the transfer to Assam of the Sylhet zillah school, and by the conversion of the Chumparun zillah school to a middle school. There were also 41 unaided schools of this class with 10,770 pupils. Of a total expenditure of about five

and a half lakhs of rupees on higher schools, the State expenditure amounted to one and three-quarter lakhs, the remainder being derived from fees, subscriptions, and endowments. In Government schools about one-third, and in aided schools a little more than one-fourth, of the total cost per head was paid by the State.

17. To the University Entrance Examination of December 1874 the higher schools of Bengal sent up 1,717 candidates, of whom 702, or nearly 41 per cent., passed, 157 being placed in the first division, 342 in the second, and 203 in the third. As compared with last year, the number of candidates was smaller, but the percentage of those who were successful was considerably larger. The schools of the town of Calcutta, and of the Burdwan and Presidency divisions, were the most distinguished in the examination, the Hindu and Hare Schools in Calcutta winning the first place of all. The result of the efforts made, under the Lieutenant-Governor's Minutes of the 25th February and 18th May 1875, to assist the education of the poorer classes of Europeans and East Indians both in Calcutta and in the mofussil, will appear more fully in the report of the next year. The principal measure taken during the year under review was the addition of Rs. 13,000 to the assignment to the town of Calcutta for the purpose of extending the operations of existing schools in the manner which would be most likely to bring under instruction such children as are at present uneducated.

18. The returns of the colleges and high schools, in which students who have passed the Entrance Examination pursue their studies either for the entire course for the B. A. degree, or for the First Examination in Arts, show an increase in the number of pupils attending both Government and aided institutions, though the increase is more marked in the latter than in the former. The total number on the rolls was 1,213; the expenditure was Rs. 3,74,030, of which Rs. 2,17,916 were contributed by the State, and Rs. 1,56,114 were raised from fees and local funds. In the Government colleges the cost per annum of each student varied from Rs. 1,192 at Berhampore to Rs. 263 at Dacca.

19. These figures are exclusive of the classes for special instruction in law, medicine, and civil engineering. At the Government law schools there were 229 students on the rolls, and the total cost was Rs. 23,039, nearly the whole of which was met by fees. Of the several medical institutions, the Medical College at the Presidency showed an increase in the number of the English class, combined with some decrease of expenditure; the hospital apprentice class is very favourably spoken of in the Principal's report, and the military class was transferred to the new Medical School at Patna. At the Campbell Medical School at Sealdah the number of students rose to 818, and the cost for the year was Rs. 41,342, of which three-fifths was derived from fees, and the remainder was contributed by Government. The new Temple Medical School at Patna was opened in June 1874, and arrangements were also made during the year for opening a new medical school at Dacca. This was actually opened in June 1875, and promises to be a very useful and successful institution. The civil engineering classes in the Presidency College fell off in numbers during the year, and the results of the annual examinations were unsatisfactory. The Lieutenant-Governor cannot acquiesce in such a result, which is indeed, under the existing circumstances of Bengal, peculiarly unfortunate. He desires immediately to receive a more detailed report from the Director on the causes of this decline, and the remedies which it may appear desirable to adopt. In the School of Art the number of students increased to 169, and the Principal remarks that the work produced in the several classes would bear comparison with the work of students of the same standing in any Art school in England. But the Lieutenant-Governor observes that the school is almost entirely supported by Government, the expenditure for the year having been Rs. 19,957, of which only Rs. 1,538 were derived from fees.

20. At the First Arts Examination, which takes place two years after matriculation, there were 417 candidates from Bengal, of whom only 144 were successful, 14 being placed in the first division, 58 in the second, and 72 in the third. For the B. A. examination the Bengal colleges sent up 183

candidates, of whom 110 were examined in the literature course, and 73 in the science course. Of the whole number 79, or 43 per cent., were successful in passing for their degree; but it is noticeable that while only 35 per cent. of those who elected the literature course passed, the successful candidates in the science course were 54 per cent. There were 22 candidates for honors in Arts, of whom 12 passed, and 10 candidates for the ordinary M. A. degree, of whom 4 passed.

21. The Director is of opinion that the result of the examination for the B. A. degree may on the whole be deemed satisfactory, as the percentage of successful candidates is not much lower than was attained at the last degree examination of the London University. But the Lieutenant-Governor is compelled to dissent from this conclusion. He has on several occasions recorded his opinion that the attainment of a degree should be the normal goal of a college student's career. It cannot, he fears, be said that academic distinctions are sought for as they should be, when it is found that all the colleges of Bengal produce only 183 candidates for the B. A. degree, and considerably more than half of these fail to pass the examination. The policy which Sir Richard Temple desires to pursue in this matter has been indicated in his Minutes of the 30th August and the 25th September last. He has decided that, save in cases of special exception, candidates shall not be admitted to the upper class of the Native Civil Service unless they have taken a degree, nor to the lower class of the service unless they have passed the First Arts Examination. Further, it is his wish to bring the advantages of the highest education within the reach of students in all parts of the Lower Provinces, by multiplying, so far as may be possible, the institutions in which the full course of study for the University degree is pursued. With this object he has already sanctioned arrangements for raising Kishnaghur and Cuttack to the status of full colleges; and he is prepared to extend the same benefit to other places in which the desire of the people to participate in this advantage may be practically shown by the contribution of an adequate sum from local funds to meet the grant which Government will be required to make. Meanwhile, he would most earnestly impress upon all concerned that this paucity of those who take degrees, as compared with those who matriculate, is at present a grave blot in our educational results.

22. Further, the Lieutenant-Governor is convinced that more care must be taken for the moral discipline and tutelage of the youths who leave their homes to attend the higher schools and colleges. He therefore begs the attention of all concerned to the proposals in his Minute of 30th August last, regarding the establishment of hostelries in connexion with our schools and colleges.

23. The statistics of female education show that the number of pupils in Government and aided schools for girls increased from 7,586 to 7,977 during the year, and that there was a very marked increase in unaided girls' schools, the number having risen from 60 schools with 1,299 to 89 schools with 2,200 pupils. These figures are exclusive of the number of girls reading in boys' schools, or in mixed schools for boys and girls. The extension of female education, especially among the lower classes, by these mixed schools, is one of the most promising elements of the new patshala system, and there appear to be good grounds for the suggestion made in the report, that in addition to our efforts to encourage the multiplication of separate schools for girls, it is also desirable to make more systematic efforts to attract girls to mixed primary schools. This may be done by rewards either to the teachers or to the girls themselves, or by a combination of both these plans. Zenana education is stated to be making some progress among the higher classes of society, especially in several of the Eastern Bengal districts, in which zenana associations have been founded for the education and examination of ladies in their own homes. The Commissioner of Dacca thinks that these associations are doing good work, but it must be observed that the grant of public money to institutions which do not come under Government inspection is a departure from the principle of our educational system, and can only be justified by special circumstances.

24. That it should be necessary to devote a separate chapter of the report to Mahomedan education is in itself to some extent a confession of

failure, as showing either that our general scheme of instruction is not suited to the requirements of this important section of the community, or at least that Mahomedans have failed to take full advantage of it. But the statistics given in the report show that whatever may have been the deficiencies in former times, satisfactory progress is being made in Mahomedan education. In Bengal, Behar, and Orissa, Mahomedans form 31½ per cent. of the total population, and the Mahomedan pupils in Government and aided institutions number only 20 per cent. of the whole. And this single fact shows that, notwithstanding present progress, there is much lee way to be made up. The number increased during the year by 8 per cent., and it is noticed that the greatest increase is in the higher and middle English schools, showing that the benefits of Western studies are now more generally understood and appreciated by the Mahomedan community. It may be hoped that the results of this will before long be apparent in the University class lists, as at present the number of Mahomedan students who complete an academical career is extremely small. At the last examinations, only 86 Mahomedan candidates competed at the Entrance Examination, and only 26 of these passed; at the First Arts Examination there were 11 candidates, of whom three passed; and at the B. A. examination there were four candidates, none of whom was successful in obtaining a degree. It is noticeable that in the Calcutta Madrissah many students have expressed a wish to be relieved of a portion of their Arabic course in order to be able to take up English; in the newly-opened Madrissah at Rajshahye, though the study of English is optional, nearly all the boys have elected to learn English; in the Dacca Madrissah, the European system of mathematical teaching has been adopted at the special request of the Mahomedan members of the Committee. These facts are full of significance, and cannot fail to exercise an important influence on the generation now growing up to manhood.

25. Though the percentage of increase among Mahomedan students during the year has been greatest in the higher and middle schools, no less than 86 per cent. of the whole number of Mahomedans under instruction belong to the lower vernacular and primary schools. The patshala education appears admirably adapted to the requirements of the lower classes of Mahomedans, and they readily avail themselves of its advantages. The Lieutenant-Governor trusts that the Director will be careful to insist upon a reasonable proportion of appointments, both in the teaching and in the inspecting staff, being conferred upon qualified Mahomedans.

26. At the close of the year under review, there were forty Government normal schools for the training of pundits and primary schoolmasters. The number of teachers sent out from these schools with certificates during the year was 1,542, of whom 169 were pundits for vernacular schools and 1,373 were primary schoolmasters. Besides the schools directly maintained by Government, there were ten aided normal schools for masters, and five aided schools and one unaided school for mistresses. The total cost of Government schools was Rs. 1,38,067, of which the State contributed Rs. 1,35,623; and the cost of aided schools was Rs. 42,825, of which the Government grant amounted to Rs. 16,077. The whole expenditure upon normal schools was consequently Rs. 1,80,892, out of which the contribution of Government amounted to Rs. 1,51,700.

27. The views of the Lieutenant-Governor regarding the future constitution of our normal schools have been set forth in his Minute dated the 9th September 1875. In his opinion, it will be necessary, in Bengal Proper, to maintain only a few normal schools of the first class for training masters for middle vernacular schools. The wants of schools of the intermediate and lower classes will be sufficiently provided for by the rule that the master of a lower school shall have passed at least the intermediate standard, and the master of an intermediate school at least the middle standard of examination. In Behar, Chota Nagpore, and Orissa, normal schools of the second and third grades for the instruction of primary schoolmasters must still be kept up for the present. It may be hoped that under this system the cost of normal schools to Government may be reduced one-half without any sacrifice of efficiency.

28. The Lieutenant-Governor takes note of the Director's remark that many aided school managers refuse to employ trained normal school pundits, and put in friends of their own, often quite incompetent men. There would seem to be no difficulty in remedying this evil by laying down a strict rule that no middle vernacular school shall receive a grant-in-aid unless the teachers hold normal school certificates; and the Director is requested to consider and report whether this rule should not be established, and made applicable to all future appointments, though it should not affect masters who have already been appointed.

29. Sir Richard Temple cannot conclude this review without again calling to the recollection of all concerned that the engrafting upon our educational system (which is mainly of a general and literary character) of the study of the practical sciences, is among the most urgent needs of Bengal. The existing education, however excellent in its way, does not, and cannot, supply the means of livelihood to the annually increased number of those who seek to earn such livelihood by mental labor. If the educated youth are all to find employment, there really is no alternative but that a portion of them should resort to those employments, now happily multiplying in Bengal, for which the practical sciences afford the indispensable qualifications. With this view, the Lieutenant-Governor has arranged for infusing a scientific element into our secondary education, has proposed the establishment of several sorts of technical schools, and has encouraged the wealthier and more enlightened classes of the natives to bestir themselves on this behalf. But these measures require some little time before they can take effect, and before the public mind can fully realize the urgency of the need and the practicability of the remedy proposed. And although the present report shows no result in this respect, the Lieutenant-Governor hopes that future reports may do so.

30. The Director of Public Instruction, Mr. Atkinson, left India soon after the close of the year under review, and though he has not resigned the service, it is uncertain whether he will return to his post. The Lieutenant-Governor has already placed on record an expression of his appreciation of the value of Mr. Atkinson's services, especially in connection with higher education. To the officers of the department generally the thanks of Government are due for the energy, ability, and perseverance which have characterized their labours, and Sir Richard Temple desires to add a special acknowledgment of the assistance rendered to the cause of education by the non-official members of the several district committees. The untimely death of Mr. Beebee, Professor of Natural Philosophy in the Presidency College, deprived the department of one of its most distinguished members, and the Lieutenant-Governor concurs with the Director and the Principal of the college, whose remarks are quoted in the report, in deploring the loss thus caused to the public service.

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Offg. Secretary to the Govt. of Bengal.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

ORDERED also that a copy be forwarded to all Commissioners of divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Offg. Secy. to the Govt. of Bengal.

CALCUTTA,
The 13th January 1876.

D. E. J.—Reg. No. 6647.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1874-75.

GENERAL SUMMARY.—The year ending 31st March 1875 has been marked by steady progress in education of every kind. In the previous year there had been a large and rapid extension of primary education, but in secondary and superior instruction little progress had been made; and though the number of pupils of this class showed an increase on the whole, yet a marked reduction in the number of aided schools seemed to indicate discouragement on the part of the people. In the year under report, notwithstanding the transfer of Sylhet, all the losses of the previous year have been more than made good. Primary instruction exhibits the healthy development of a sound and firmly established institution; and in education of a higher kind the results show that the confidence of the people has been largely restored. The number of schools supported by Government has either remained stationary or been reduced; but those that depend for their existence on the enterprise of the population show a considerable increase; while in both classes of schools the numbers of the pupils have been very largely augmented. GENERAL SUMMARY.

It will be seen in the body of the report, that, as regards secondary instruction, this favorable statement of progress must still be accepted with certain reservations; but the difficulties that have lately beset middle and higher education either have in many instances been already removed, or are at least removeable by judicious action.

2. The returns for the past two years may be thus summarised:—

Class of Instruction.	1874.		1875.	
	Schools.	Pupils.	Schools.	Pupils.
General Instruction.				
Government institutions	272	23,452	257	23,904
Aided ditto	13,670	372,678	14,722	407,269
Private ditto	1,590	62,406	2,877	81,047
Special instruction	94	4,680	84	5,019
Total	15,926	463,216	17,940	517,239

This shows a total increase of 2,014 schools and 54,023 pupils. Much of this increase, however, belongs to the indigenous education given in unaided pathsalas, tols, and maktabs, the returns for which show an advance of 964 schools and 18,008 pupils. Such schools, it must be remembered, form no part of the Government system, and the numbers given in the returns afford no trustworthy indication of the amount of indigenous education existing at any given time. The number of schools varies from year to year and from district to district, according to the diligence of inspecting officers in discovering such schools and inducing them to supply the necessary figures. They may be deferred for separate consideration; and making the necessary corrections, it appears that there has been a total gain to organized education of 1,050 schools and 36,015 pupils.

3. Of this increase, the great bulk must be credited to the aided pathsalas, which show a gain of 831 schools and 24,535 pupils. At the same time, inspected schools other than pathsalas show an increase of 219 with 11,480 pupils. In other words, aided pathsala pupils show a gain of 8½ per cent. against a gain of 51 per cent. in the previous year; the pupils of other schools show a gain of 8 per cent., while in the previous year the increase was only 3 per cent. The progress of middle and higher education must be regarded as satisfactory.

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4. The following table shows in detail the proportion of pupils undergoing instruction of different kinds. The pupils of indigenous pathsalas are excluded.

Class of Instruction.	Number of Pupils.		Percentage.	
	On 31st March 1874.	On 31st March 1875.	In 1874.	In 1875.
Colleges	1,235	1,241	·3	·3
Higher English schools	28,460	30,800	6·6	6·6
Middle English	28,144	31,757	6·6	6·8
Middle Vernacular	49,141	51,547	11·5	11·1
Lower ditto	308,134	334,153*	71·9	71·9
Female ditto	8,885	10,177	2·0	2·2
Special instruction	4,680	5,019	1·1	1·1
Total	428,679	464,694	100·0	100·0

* Including 4,129 pupils of unaided lower vernacular schools, other than pathsalas, tols, and maktabs.

The close correspondence of these percentages for two successive years shows that education has advanced in all directions at an even pace, no branch of instruction having been developed at the expense of any other. Middle English and female education show a very slight advance relatively to the others, an advance which has been gained at a corresponding cost to middle vernacular education.

5. The following table summarises the expenditure for two successive years :—

	Year ending 31st March 1874.		Year ending 31st March 1875.	
	Government expenditure.	Total expenditure.	Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	.....	74,000	.....	69,000
Colleges	2,02,000	3,92,000	2,18,000	3,74,000
Secondary education	4,65,000	12,20,000	4,79,000	13,16,000
Primary	3,89,000	7,11,000	4,43,000	7,88,000
Scholarships	*1,08,000	1,15,000	*1,15,000	1,24,000
Female Education	63,000	1,64,000	68,000	1,82,000
Special Education (including scholarships)	3,78,000	5,01,000	4,06,000	5,30,000
Miscellaneous	3,40,000	3,64,000	1,79,000	1,93,000
Superintendence	3,28,000	3,28,000	3,51,000	3,51,000
Total	22,73,000	38,69,000	22,59,000	39,27,000

* Exclusive of scholarships held in schools for special instruction.

There has therefore been an apparent decrease of Rs. 14,000 in Government expenditure, and an increase of Rs. 58,000 in total expenditure. As will be pointed out immediately (paragraphs 7 and 9), the decrease of Rs. 14,000 in Government expenditure is only apparent; there has been an actual increase of Rs. 30,000. I shall now glance at the chief items of expenditure.

6. In colleges the Government expenditure has increased by Rs. 16,000, arising from the transfer of the cost of the Hooghly College (Rs. 33,000) from the Mohsin endowment to general revenues. Endowments show a corresponding reduction of Rs. 38,000, partly recovered by an increase of Rs. 4,000 in fees and subscriptions. The remainder of the cost of the Hooghly College has been met by savings in other colleges.

7. In secondary instruction an increase of Rs. 14,000 is shown in Government expenditure, and a total increase of Rs. 96,000. The increase in Government expenditure is really Rs. 32,000, the grants from Provincial revenues to higher schools having, in the previous year, been reckoned Rs. 18,000 too high; surplus fees to that amount not having been credited to Government. The Government expenditure on Government schools actually remains stationary, and the whole increase of Rs. 32,000 has been in Government expenditure on aided schools.

Private expenditure in Government schools shows an increase of Rs. 7,000, partly due to fee-payments from the Mohsin Fund. In aided schools the private expenditure has increased by Rs. 57,000.

8. In primary instruction the Government expenditure has advanced from Rs. 3,89,000 to Rs. 4,43,000, and the total expenditure from Rs. 7,11,000 to Rs. 7,88,000. The whole of this increase is due to the pathsalas, the expenditure in which has increased by Rs. 55,000 from Government funds, and Rs. 83,000 altogether; the expenditure in other lower schools having slightly fallen off.

9. The Government expenditure on scholarships held in institutions for general instruction has advanced from Rs. 1,08,000 to Rs. 1,15,000. Government scholarships held in special colleges and schools show a nominal decrease from Rs. 39,800 to Rs. 14,500; but the figures

of last year should be reduced by Rs. 26,000, the amount of stipends paid to hospital apprentices and to military class students. These charges rightly belong to the Military Department, and are not entered in the present year's accounts. There is, therefore, an actual increase of Rs. 700 for special scholarships and a total increase for all scholarships of Rs. 7,700.

10. Female education shows an increase in Government expenditure of Rs. 5,000 and in total expenditure of Rs. 18,000.

11. The figures for special instruction (including scholarships) show an increase in Government expenditure of Rs. 28,000, and of Rs. 29,000 in total expenditure. These figures must be raised by Rs. 26,000 (as explained in paragraph 9), so that the actual increase in Government expenditure is Rs. 54,000. The chief items of increase are the following:—Medical Schools, Rs. 9,000; Engineering College, Rs. 3,000; Madrasas, Rs. 24,000; Technical Schools, Rs. 11,000; Normal Schools, Rs. 8,000; in all Rs. 55,000: and there has been a decrease of Rs. 1,000 in Civil Service classes.

12. Miscellaneous expenditure has fallen from Rs. 3,40,000 in the previous year (including the cost of the new Presidency College) to Rs. 1,79,000, showing a saving of Rs. 1,61,000. Of this sum Rs. 1,50,000 represents the saving on buildings, and Rs. 10,000 is the diminished cost of abolished schools, an incidental indication of the greater stability of the primary school system, during the year under report.

13. Superintendence and inspection show an increase of Rs. 23,000 due to additional sub-inspectors.

14. The following table summarises the preceding paragraphs regarding Government expenditure:—

Head of charge.	Increase. Rs.	Decrease. Rs.
Colleges	16,000	
Secondary instruction	32,000	
Primary ditto	54,000	
Scholarships	7,000	
Female education	5,000	
Special instruction	54,000	
Miscellaneous	.....	1,61,000
Superintendence	23,000	
Total ...	1,91,000	1,61,000
Deduct ...	1,61,000	
Net increase ...	30,000	

15. It cannot unfortunately be affirmed that these figures are accurate. In the returns of income furnished by the district committees, sums re-granted to Government schools are frequently inserted in the column "Funds not included under foregoing headings," without any notification of the fact. This column amounts on the whole to over Rs. 10,000, and it may be assumed that a certain proportion of this sum should be added to Government expenditure upon Government schools.

16. Turning to private expenditure, we find a total sum of Rs. 16,68,000 paid by the people, against Rs. 22,59,000 contributed by Government, and an increase for the year (as corrected) of Rs. 52,000, against the additional Rs. 30,000 contributed by Government. The sums which the people are willing to pay for education of various kinds are shown below:—

For Collegiate	education	42	per cent. of the total expenditure.	
For higher English	ditto	69	ditto	ditto.
For middle ditto	ditto	65	ditto	ditto.
For middle vernacular	ditto	55	ditto	ditto.
For lower ditto	ditto	44	ditto	ditto.
For female ditto	ditto	63	ditto	ditto.
For special ditto	ditto	28	(excluding normal schools).	

Hence for secondary and female education the people contribute the largest share: for primary, collegiate, and special education the chief part of the cost is borne by Government.

17. The following table shows at a glance the number of boys per thousand known to be at school in each division of Bengal:—

	Number of pupils per thousand of the population. In 1874.	In 1875.
Burdwan	13·6	14·8
Presidency	15·5	16·8
Calcutta	54	49
Rajshahye	6·5	6·5
Cooch Behar	6·0	7·2
Dacca	6·5	7·5
Chittagong	6·6	7·1
Patna	3·2	3·8
Bhagulpore	3·9	4·4
Chota Nagpore	5·4	7·0
Orissa	6·4	6·7

Leaving aside the advanced region around the Presidency, with 16 boys per thousand at school, it appears that in other parts of Bengal and in Orissa the quantity of education is nearly the

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same, viz., seven boys per thousand at school; while in Behar the number sinks to four boys per thousand. But if we confine our attention to "organised" education, the superiority of Burdwan and Presidency divisions is not so marked as the table shows; since in these two divisions the pupils of indigenous pathsalas entered in the returns form 17 per cent. of the total number of pupils. In Dacca they are 11 per cent. of the whole number, and in Bhagulpore 8 per cent. In no other division do they exceed 4 per cent., while Orissa shows none; and Chittagong, with its wide-spread system of primary indigenous education, hardly bears a trace of it on the returns.

18. The advancement of different parts of Bengal is to be seen by comparing the proportion of pupils in different classes of schools. The following table gives the figures—(colleges, special schools, and female schools are omitted) :—

	Percentage of Pupils in			
	Higher English schools.	Middle English schools.	Middle Vernacular schools.	Lower Vernacular schools.
Presidency ...	7·4	7·8	14·5	70·3
Burdwan ...	6·4	5·4	11·9	76·3
Calcutta ...	57·3	24·9	16·9	·9
Rajshahye ...	4·1	5·7	16·7	73·3
Cooch Behar ...	4·0	5·8	31·7	58·5
Dacca ...	6·4	12·9	21·9	58·8
Chittagong ...	4·3	7·6	10·3	76·7
Patna ...	3·8	4·7	8·6	82·9
Bhagulpore ...	4·1	3·2	4·3	88·4
Chota Nagpore ...	1·9	4·7	7·9	85·5
Orissa ...	2·5	4·6	8·0	84·9

Putting aside the exceptional case of Calcutta and the small state of Cooch Behar, the extreme zeal and capacity of Dacca division for high education comes out very clearly, with 41 per cent. of its pupils beyond the primary stage of education. Of these 19 per cent. learn English; next in order come Presidency division, with 15 per cent. learning English, and Chittagong and Burdwan divisions, each with 12 per cent.; Bhagulpore, Chota Nagpore, and Orissa come last, each with 7 per cent.

Again, in middle vernacular education, Dacca division takes the lead by reason of the excellence of its Bikrampore and Mymensingh schools. Rajshahye comes next, followed by Presidency; and Burdwan and Chittagong divisions are again on a level in this, as in English education.

19. Hence, in regard to quantity of education, we can form three groups:—Presidency and Burdwan divisions first; Eastern Bengal, Rajshahye, Chota Nagpore, and Orissa, second; and Behar third. In regard to quality of education we can also form three groups:—Dacca first; Presidency, Burdwan, Chittagong, and Rajshahye, second; Chota Nagpore, Orissa, and Behar third; Bhagulpore division being the most backward of all.

20 These results may be illustrated by the financial statistics of the several divisions. The following table takes 1,000 persons as the unit, and shows for each thousand of the population the amount contributed to the general education of boys by Government and by the people. Unaided, special, and female schools are excluded.

Division.	Expenditure.		Total expenditure.	Yearly cost of each boy educated.
	By Government.	Privately.		
	Rs.	Rs.	Rs.	Rs.
Presidency ...	24·1	40·7	64·8	5·0
Calcutta ...	81·4	229·7	311·1	26·0
Burdwan ...	22·9	44·3	67·2	4·9
Rajshahye ...	16·9	15·1	32·0	5·1
Cooch Behar ...	29·0	30·2	59·2	13·9
Dacca ...	13·0	17·0	30·0	4·9
Chittagong ...	12·2	10·3	22·5	3·4
Patna ...	7·9	6·5	14·4	4·2
Bhagulpore ...	9·6	7·2	16·8	4·3
Chota Nagpore ...	12·1	6·6	18·7	3·2
Orissa ...	10·6	7·6	18·2	4·1

21. It is only in the advanced tracts of Presidency, Burdwan, and Dacca divisions that the private expenditure exceeds the Government expenditure. In Cooch Behar division much that is entered as Government expenditure is paid by the Cooch Behar State. In Chota Nagpore private contributions fall lowest, being little more than half the Government expenditure.

22. Presidency and Burdwan divisions show an expenditure per thousand more than twice as great as in any other division, Cooch Behar excepted. (The case of Cooch Behar is a special one; middle schools are exceptionally numerous compared with pathsalas, which do

not flourish; and the cost of education is proportionately high.) The expenditure in those two divisions explains the comparatively wide spread of education. Comparing Dacca and Rajshahye, we find that in the former a high and in the latter a moderate education is given to nearly the same number of persons per thousand at nearly the same cost per head, the advantage in all respects being on the side of Dacca. In Chittagong, Chota Nagpore, and Orissa nearly the same money is spent; but the greater zeal for learning in Chittagong is shown as well by the larger private contributions as by the superior results attained. Patna and Bhagulpore divisions come last of all; the expenditure in Patna, both Government and private, being less than in any other division, just as the number of persons educated is also least. GENERAL SUMMARY.

23. PRIMARY INSTRUCTION.—After the large extension in the number of aided primary schools that took place in the years 1872-74, it was not to be expected that there would be any considerable increase during the year under report. The returns, however, show that Sir George Campbell's scheme has continued to make progress, and that although it has now expanded far beyond the limits anticipated by the late Lieutenant-Governor, yet it still admits of further extension before the available funds are exhausted. PRIMARY INSTRUCTION.

24. The returns of the previous year show that on the 31st March 1874 there were, in connection with the department, 12,229 primary schools of all kinds which received support from Government, with an attendance of 303,437 pupils; and that of these, 9,645 were pathsalas aided under the new scheme, with an attendance of 231,323 pupils.

25. The returns on the 31st March 1875 show* that the number of schools supported under the old systems was 2,507, with 72,714 pupils, being a loss of 77 schools, attended by a gain of 600 pupils; while the number of new pathsalas aided under the scheme has risen from 9,645, with 231,323 pupils, to 10,638, with 257,310 pupils, giving an increase of 993 in the number of new pathsalas, and of 25,987 in the number of pupils. The net increase in the number of aided primaries and pupils during the year has therefore been 916 schools and 26,587 scholars.

* *Primary Schools.*

	Schools.	Pupils.
Government lower schools	15	410
Grant in-aid schools	327	9,128
Circle schools	287	10,187
Pathsalas under the old scheme ...	1,878	52,989
Total under old systems... ...	2,507	72,714
Pathsalas under the new scheme	10,638	2,57,310
Grand total of primary schools ..	13,145	3,30,024

26. In the resolution of 30th September 1872 it was estimated that, under the scheme then promulgated and the systems already in force, it would be possible to maintain 8,889 primary schools in the districts now forming the Lieutenant-Governorship of Bengal. The preceding figures show that this estimate has already been largely exceeded, and under improved systems of administering the primary funds, a further development may be anticipated.

27. The state expenditure in 1873-74 upon all kinds of primary schools was Rs. 3,86,833, of which Rs. 1,42,477 was spent on primary schools under the old systems, and Rs. 2,44,336 on pathsalas under the new scheme.

The corresponding expenditure for 1874-75* was Rs. 1,37,199 for schools under the old systems, and Rs. 3,05,500 for the new pathsalas, or a total of Rs. 4,42,699 on primary schools of all kinds. These figures show that the average annual cost of each new pathsala was nearly Rs. 29, or Rs. 2-6 a month; while that of the schools under former systems was Rs. 54-8, or Rs. 4-8 a month. The average number of pupils in attendance at each new pathsala was 24, and at each of the old pathsalas 29.

* *Primary Schools, 1874-75.*

	Rs.
Government lower schools	1,428
Grant-in-aid schools	18,008
Circle schools	12,279
Pathsalas under the old scheme	1,05,484
Total expenditure on primary schools under old systems ...	1,37,199
Pathsalas under the new scheme	3,05,500
Grand total of expenditure on primary schools	4,42,699

28. In brief, the operations under the new scheme of primary education for the last two years may be thus summarised. In 1872-73, 5,775 schools, with 137,717 pupils, had been aided from the new grant, at a cost of Rs. 47,523, for the few months during which it was at work; and the pupils in unaided pathsalas numbered 90,000. In 1873-74, 9,645 schools, with 231,323 pupils, had been aided at a cost of Rs. 2,44,336; and pupils in unaided pathsalas fell to 39,000, large numbers of those in the previous year having been taken up into the primary system. In 1874-75 10,638 schools, with 257,310 pupils, have been aided at a cost of Rs. 3,05,500; unaided pathsala pupils having again risen to 57,000, an increase due for the most part to the pursuit in many districts of systematic inquiries after unaided village schools.

29. It will be noticed that while the number of E pathsala pupils has increased by 9 per cent. in the past year, the cost of E pathsalas has increased by 25 per cent. The cause of this difference is that in December 1873 it was discovered that the primary grant had been largely under-estimated. Notice was at once given to district officers, and numerous schools were started before the close of the year, with the result that an immediate and very large addition

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was made to the number of primary pupils by the 31st March 1874. The expenditure on these new schools was, however, small during that year, while in the year under report the expenditure has been running for the full period of twelve months.

30. Under the very economical and expansive system of payment-by-results, which has been introduced into the district of Midnapore by the Magistrate, the average aid received from the primary fund by 1,873 pathsalas was only Rs. 9 each per annum. If these schools and the payments made to them be excluded, the average annual cost of the newly aided pathsalas in all other districts amounts to Rs. 33 nearly.

31. The State grant for expenditure upon old and new pathsalas for the year, in the districts now subordinate to the Lieutenant-Governor of Bengal, was Rs. 4,83,100. The expenditure upon schools aided from this grant was Rs. 4,10,984, to which must be added Rs. 17,246 paid to abolished pathsalas, Rs. 910 for temporary guru-training classes, and a further sum of perhaps Rs. 5,000 for miscellaneous charges, including the contingent expenditure of district committees and deputy inspectors. The total expenditure chargeable to the grant amounts therefore to Rs. 4,34,140, so that there remained at the close of the year an unexpended balance of nearly Rs. 50,000.

For the most part this is due to the caution exercised by Magistrates in keeping well within the limits of the funds assigned them; but in some districts, notably in Tirhoot, Mymensingh, Backergunge, and Tipperah, the unspent balances are large. In Tirhoot, doubts existed as to the partition of the original primary grant between the two new districts of Mozufferpore and Durbhunga. In Mymensingh and Tipperah the district authorities were reluctant to place out more funds in subsidizing pathsalas, till there was a more adequate inspecting agency at their disposal, and the recently sanctioned addition to the staff of sub-inspectors will to some extent meet this difficulty.

32. The following table shows the expenditure in each division on primary education, the primary allotment to the division, and the amount of savings.

Division.	Primary grant.	Expenditure in 1874-75.	Saving.
	Rs.	Rs.	Rs.
Presidency...	53,600	53,600	.....
Burdwan ...	78,200	70,000	8,200
Rajshahye ...	89,100	77,000	12,100
Cooch Behar	6,000	4,500	1,500
Dacca ...	47,700	37,000	10,700
Chittagong	26,000	21,600	4,400
Patna ..	80,100	71,000	9,100
Bhagulpore	40,400	40,000	400
Chota Nagpore	32,200	26,000	6,200
Orissa ..	29,800	28,500	1,300
Total ...	4,83,100	4,29,400	53,900

33. In those districts where all the available funds have been allotted, a further extension of schools in connection with the State can only be looked for through a more economical administration of the primary grant, by reducing the amount of the present fixed subsidies where they are thought to be too large, and supplementing them by rewards for proficiency as tested by examination. The reports of the year show that some of the Magistrates are alive to the advantages which would attend the working of a scheme of this kind. In Midnapore, the elaborate scheme introduced by the Magistrate has, after another year's experience, proved highly successful. That scheme would, however, be inapplicable to districts where schools are sparsely scattered over a wide area, or where, as in Eastern Bengal, the country is intersected by a net-work of khals and rivers, which make a journey of a few miles often difficult.

34. Looking then to the very different circumstances of the several districts, and even of the several sub-divisions of the same district, the conclusion seems forced upon us, that for the present at all events no uniform administration of the primary grant can be prescribed for all Bengal.

35. Besides the scheme worked by Mr. Harrison in Midnapore, other more or less systematic methods of payment according to merit have been proposed. Those in use or recommended for Eastern Bengal are thus described by Dr. Robson :—

(*a.*)—A small fixed grant to gurus, and a quarterly reward determined by the condition of the school at the inspecting officer's visit. This is practically the circle system.

(*b.*)—Increase or decrease of the monthly grant according to progress or the reverse, shown from visit to visit.

(*c.*)—No fixed grant, but an annual reward to the guru for each boy who passes in the 1st, 2nd, or 3rd grade at the primary scholarship examination. This is Mr. Harrison's scheme reduced to its simplest form.

Mr. Woodrow points out an incidental objection to all such schemes as (*a*) and (*b*), namely, that they imply that sub-inspectors are perfectly trustworthy; and an inherent objection to payment by results in any form, namely, that it gives much where little is required, and little where much is required, since the successful guru who gets most from Government can also command most from his pupils. He therefore advocates the following system:—

(*d.*)—For remote parts of a district, where frequent supervision is impossible, fixed payments. For frequented parts in which unfair practices will be brought to light, payment by results entirely. For other parts of the district intermediate between these two limits, a combination of the two, namely, for rich or large villages a low fixed grant and high rate of payment by results; for poor or small villages a high fixed grant and low rate of payment by results.

Mr. Croft is of opinion that the consideration of private income should generally be ignored, on the ground that it gives the villagers a direct inducement to withhold their money from the guru, since it will be made up to him by Government; and also on the ground that the guru who teaches the larger and more advanced village has the more important charge and deserves the higher pay. As to the manner of payment he proposes—

(*e.*)—Classification of the pathsalas of a district according to *both* numbers and progress, and payment for each class at a fixed rate so long as a pathsala remains in that class. Also a margin of the grant to be left for annual rewards to teachers and pupils upon the result of the Primary Scholarship Examination, not merely for those who gain scholarships, but for others who do well.

36. Upon the whole, though little has yet been systematically done in this direction, it seems evident that district officers need find no difficulty in adopting one or other of these methods, as may seem best suited to the special circumstances of the district. At the same time, the standard lately fixed for primary scholarships will certainly have the effect of bringing the more advanced parts of each district into greater uniformity with one another. In these ways and by a judicious use of the funds already at their disposal, a truly great and improved system of national education may be raised on the foundations now laid, which will place the people of Bengal on a level with the foremost provinces in India in respect of primary education.

37. The actual status of D and E pathsalas is compared in some of the Inspectors' reports. Mr. Croft maintains that the distinction is now merely historical and therefore valueless. He estimates that one-third of the D pathsalas in Behar are reading the vernacular scholarship course, wholly or partly; that one-third are in that intermediate stage for which scholarships have lately been established; and that one-third have fallen to the ordinary level of E pathsalas. But again, of E pathsalas a fair number have raised themselves to the vernacular scholarship standard, and many are on the way thereto. It seems likely that in Behar, as in other parts, the E pathsalas will in time supply large numbers of candidates for the new grade of lower vernacular scholarships.

38. Babu Bhudev Mukherji writes to the same effect. In Rajshahye it is no longer true that the D pathsalas are all aspiring to be middle schools. In fact in the most advanced districts only a small proportion teaches the vernacular scholarship standard; the rest have found it easier to compete with the new pathsalas for the primary scholarship. At the same time, there are many E pathsalas "that are well able to read a higher standard, and are therefore in fact coming down in their teaching power and aspirations."

The main difference now is, that in D pathsalas the mode of teaching is more like that of a school, and the gurus get better paid.

39. In Orissa Mr. Hopkins confirms the statement that there has now come to be little or no difference between the quality of instruction imparted in the D and E pathsalas, and that the latter carry off the bulk of the primary scholarships. In the Presidency division, however (at least in Nuddea), the D pathsalas are said to maintain their superiority.

40. Altogether there seems to be no difference of opinion, that the distinction of D and E pathsalas is no longer necessary, and should disappear from our returns, as in reality it is doing. The returns of 1874 showed 2,040 D pathsalas; those of 1875 show only 1,878: figures which merely mean that 162 pathsalas classified as D in the former year, have been classified as E in the year under report, in accordance with the orders of Government in September 1873, recommending the amalgamation of these two classes of schools. Those pathsalas, whether established before or after 1872, that now show themselves superior to the rest should, under any system of payment by results, receive the highest rewards. A D pathsala that, with all its advantages, can no longer hold its own in competition has no claim to an exceptional rate of aid.

41. The reports indeed bring out very clearly the fact that while the progress of D pathsalas has been in some cases rated too highly, that of E pathsalas has been underestimated. As pointed out by Dr. Robson the standard, "reading and writing the vernacular

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of the district" has been variously interpreted; some understand it to mean reading without any even the simplest book, and elementary writing. Others understand by ability to read and write, being able to read an ordinary book or newspaper at sight, and to write a decent letter to a friend. The Inspector gives no statistics of the pathsalas that approach to one or the other standard; but it is probable that very many pathsalas in Dacca and Mymensingh aspire to the latter.

42. Mr. Hopkins reports that in every village school in the Burdwan district (in this respect much more advanced than Midnapore) he has found printed books, namely, *Bodhoday*, *Charitabali*, *Akhyanmanjuri*, and *Charupath*. In Orissa, on the contrary, printed books are seldom used.

43. In the Behar circle, the Inspector reports a marked difference between the districts south of the Ganges and those to the north; the former being far more advanced than the latter. In the southern districts of Patna, Shahabad, and Gya, numbers varying from 17 to 35 per cent. of the pathsala pupils read and understand simple printed sentences. In Bhagulpore and Monghyr, again, primers have been introduced into every pathsala, and are read by 30 per cent. of the pupils.

44. Even in Chota Nagpore, Mr. Clarke reports that in some cases the gurus have improved themselves up to the point of knowing rule of three, and keep really good schools. There seems to be no question that the order definitely fixing the reading of print as part of the primary scholarship standard, has by no means anticipated the actual state of primary education in Bengal generally; and that probably one-half of the pathsalas already read a simple book.

45. Within the limits of the same division there will often be found a marked difference between the average rate of pay given to the gurus in one district and to those in another; thus in Rajshahye, the Inspector comments on the fact that the Moorshedabad guru gets only Rs. 25 a year from Government, while the guru in Rajshahye district gets Rs. 45. Similarly in Bhagulpore division, the rate varies from Rs. 27 in Purneah to Rs. 51 in Bhagulpore. In Patna division it varies from Rs. 27 in Gya to Rs. 45 in Shahabad. In Dacca division from Rs. 34 in Backergunge to Rs. 52 in Dacca and Furcedpore.

46. Differences of this kind raise a very important question, how widely the pathsala money can be spread with advantage? Generally speaking, it may be said that the higher pay secures the better man; and in the Behar circle it is affirmed that the results distinctly confirm this view, which is also held by the Rajshahye Inspector. On the other hand, Dr. Robson maintains that the high grants in Chittagong district show results not so good as the smaller grants in Mymensingh. There can be no question that an average rate of Rs. 4½, as in Chittagong, is much too high with a maximum of Rs. 5, and that the Mymensingh rate of Rs. 3½ allows much more scope for recompensing good and bad gurus according to their merits. The real question is between an average rate of Rs. 3½ and an average rate of (say) Rs. 2. On this point Mr. Croft observes: "It may seem to make little difference whether we offer a guru Rs. 2 or Rs. 4; in either case, we should get the same class of men. But it is not really so. In subsidising gurus we are entering into competition with the regular employers of the patwari or gomashta class, a class whose average earnings are Rs. 7 to Rs. 8 a month. Regular Government wages, on the one hand, may be set against independence and freedom from harassing supervision on the other: it is a question of income merely. The difference of Re. 1 or Rs. 2 a month in Government aid determines whether the total income of a guru is above or below the average income of a patwari: in one case we shall get the pick of the class, in the other the refuse."

47. The average wages of a guru may rightly vary in different districts. It is only necessary for those officers with whom rests the control of the funds to bear in mind the two opposite conditions that they have to satisfy; first, to spread education as widely as possible; secondly, to improve it as far as possible. The Circle Inspector can, and I believe often does, give district officers useful suggestions to this end, based on his experience of the payments made and the results attained in neighbouring districts, the circumstances of which are similar.

48 It is satisfactory to note that the difficulty arising from the alleged refusal of the people to pay the gurus the customary fees seems to be disappearing. In Eastern Bengal it is said to have been over-estimated, and no competent guru fails to get fees. In the Presidency division the people pay three-fifths of the whole income of the gurus. In Orissa there are some complaints, but the intentions of Government are beginning to be understood. In Behar, even in a year of famine, private expenditure has kept pace with Government expenditure; and in a distressed and backward district, like Purneah, the people paid for their pathsalas 11 annas for every rupee contributed by Government. In the whole of Bengal, for the year 1874-75, Government contributed Rs. 4,10,984 to the pathsalas; the people paid Rs. 2,90,425 in fees and subscriptions, and Rs 17,892 was paid from other sources,—endowments, municipal grants, and so on: that is, Government paid 57 per cent. of the cost, the people paid 40 per cent., and other sources paid 3 per cent. In the previous year Government paid 56 per cent. of the cost. But it is clear that gurus constantly understate their true income in the hope of getting a larger Government grant. Any reluctance that

still exists will probably disappear in time. It seems to be a case in which the unquestioned influence of the Magistrate may be legitimately and beneficially exercised.

49. The payment of gurus through the agency of the police in the district of Backergunge was found by the Inspector of the Eastern circle to be prejudicial to the successful working of the primary scheme, and it has been decided to return to the system of payment through sub-inspectors. The irregularities connected with the latter mode of payment, however, which the Inspector of the Rajshahye division notices in his report, show that this question can hardly yet be said to be satisfactorily solved. The system of payment of groups of gurus through central pay-masters, who receive a commission of 5 per cent., introduced by Babu Bhudev Mukherji, with the sanction of the Commissioner, into the Rajshahye division, would seem to be the most successful of the various methods hitherto tried.

50. In some parts of Bengal the experiment has been tried of securing the local co-operation of respectable villagers in the supervision of pathsalas. In the 24-Pergunnahs district, shop-keepers and others interested in the school have been named as visitors, with the result that the guru finds it harder than before to absent himself for a long time without discovery. In Patna district, the punchayet system has been largely introduced, and the general result is, that the attendance is higher and fee-payments larger and more regular than in other parts.

51. The returns of unaided schools probably show but a small fraction of the number in existence. The collection of these statistics, however, is a matter of great difficulty, since the inspecting officer has to gather the information for himself. The result is that one district shows 500 unaided schools on the returns, while its neighbour shows 10. If a census is undertaken for each district, it might be done, without expense and with a certain approach to accuracy, in one of three ways: either by the school-masters, primary and other, to each of whom would be assigned a certain area around his school; or by the police; or by the zemindars at the request of the Magistrate. It should first be decided what constitutes a school. As in former days, a shop-keeper still teaches his son and two or three of his neighbours' children as he sits at his work, without taking any fees from them. It would hardly be possible to include such cases of instruction in the returns. Again, an itinerant guru comes for two or three months in the year, and leaves the village as soon as he sees a better opening elsewhere. For a useful approximation to the state of education in a district, it would be sufficient, as pointed out by Mr. Woodrow, to confine inquiry to schools of ten boys at least, that have existed in the same village for six months, under a guru who is paid for his work. It is worth remarking that Babu Bhudev Mukherji estimated the number of indigenous schools in Midnapore district to be 1,900 in 1866. The number returned as under inspection in 1875 is 1,991.

52. It is doubtless quite a mistake to suppose that the number of newly created pathsalas measures the addition that has been made to primary education. Large numbers of boys now under instruction in aided pathsalas would still have received instruction of a kind had no pathsala grant been given. The justification of the pathsala scheme is the improvement, much more than the extension, of primary education. It may be summed up in two words—discipline and progress. Arithmetic of a better kind and the reading of printed books have been introduced. Regular hours are insisted on, and classes, and a fixed course of study. The keeping of registers and returns is enforced; and the gurus are trained as far as possible in the best methods of teaching. The Government system, in fact, has sapped the marrow of indigenous education, rejecting what is worthless, assimilating what is good, and introducing for the first time the possibility of progress.

53. The success which has attended the scheme, as hitherto carried out in the several divisions, is fully set forth in the following summaries of, and extracts from, the reports of the year.

54. Burdwan Division.—The Inspector reports that in this division there were 3,389 primary schools, with 80,507 pupils, against 2,912 schools, with 70,391 pupils, in the previous year, showing an increase of 477 schools and 10,116 scholars during the year. The returns also include 850 unaided schools, but this is not even approximately correct. In the district of Hooghly alone the Deputy Inspector estimates that there are 600 such schools, although returns have been received from 10 only. The increase both of schools and of scholars is distributed over the districts generally; but the most marked numerical progress is in Midnapore, owing to the expansive character of the payment-by-result system there in force. In the district of Midnapore there are now nearly 2,000 schools under supervision, attended by 36,000 scholars, and receiving some aid from the State. Except in the district of Hooghly, where there was a small balance in hand, all the funds at the disposal of the Magistrates were expended; but the Inspector remarks: "No check or audit has been kept on the primary school fund accounts. Bills are drawn by the Deputy Inspector, countersigned by the District Magistrates, and cashed at the treasury. Each District Magistrate keeps an account, showing the amount drawn by each inspecting officer; but whether he has disbursed it or not, he has no information."

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55. On the results of the present system of popular education, and the class of people it includes, Mr. Hopkins says:—

"The dissemination of so many schools throughout the country has had the effect of bringing a large number of pupils and teachers in contact with Government officers. It has encouraged the introduction of printed school-books into village schools. Could statistics be obtained, it would be found that spelling and handwriting has improved, and that the gurus are less irregular in, and less inattentive to their duties; but of the ultimate results of the present system I have grave doubts. I have visited a great number of these village schools, and they all appear to be more or less of a temporary nature. There is no stability in them. Their gurus are continually changed. The schools are changed from village to village and from house to house, and we all know that young pupils take a long time in becoming accustomed to new teachers and new places, new books and new systems of teaching. It is a well known fact that pupils who continually move from school to school learn nothing."

"That the primary schools have reached the lowest stage of society is clear from the fact that about 11,000 handicraftsmen, laborers, weavers, &c., attend them. I think that we may dismiss all apprehension on this subject. Village schools are sufficiently elementary and cheap for all classes. A chamar or muchi can get his children instructed for a pair of shoes, a weaver for a *thán* of cloth, and the cultivator for a few seers of grain. The teachers of improved pathsalas generally refuse to take payment in kind, not because it is contrary to their principles, but because it is inconvenient, for their families seldom reside in the village in which their school is situated."

56. As regards the system under which the primary funds are administered, there is some difference in the practice of the several district committees. In Burdwan, where the district allotment is Rs. 26,400, the sum of Rs. 15,962 was expended upon 264 improved (or D) pathsalas, attended by 9,108 pupils; while upon 323 new pathsalas, attended by more than 10,000 pupils, the sum of Rs. 9,873 was expended, partly in monthly grants-in-aid to some schools, and partly in rewards of Rs. 16 per annum to others. On what principle the rewards were assigned, the report gives no information; but the committee state "that the scheme adopted for carrying out primary education in the district is well adapted to the circumstances of the population," and that "the system of payments by results is not suited to a district in which considerable progress towards mass education has been made." Complaints are made that the old gurus of the rewarded schools are, with few exceptions, "unmethodical, unscrupulous, and unmannerly;" the gurus trained at the normal school are pronounced better, but they are still below the required standard. As might be expected under the different systems carried out in Burdwan and Midnapore, the schools of the former district have attained a higher general standard than those of the latter. The Inspector says:—

"I still hold to my former opinion that Burdwan is the district which stands first in vernacular and primary education. In every village school which I have entered in the Burdwan district, I have found printed books, namely, *Bodhoday*, *Charitabali*, *Akhyánmanjuri*, and *Charupath*; whilst in the Midnapore schools I have seldom found any book but the *Bornaporichya*. This may be to some extent accounted for by the fact that only large and well-attended pathsalas, where the youthful intellect of the neighbourhood is concentrated, are subsidised in Burdwan, whilst the tendency in Midnapore has been to bring under the influence of the local officers every village school. Thus the intelligent portion of the pupils is more scattered and intelligence is less developed for want of daily competition. This fact is very apparent in Indian schools, where year after year the same schools carry off a large proportion of the prizes to be obtained. Two or three good intelligent pupils, brought in contact with others who have made little progress, raise, in the course of two or three years, the standard of instruction through one whole stage, and all the classes will be found good in their particular studies. I therefore hope that next year the larger and better pathsalas in the Midnapore district will be subsidised with fixed monthly grants. At present there is a tendency to divert the whole of the primary fund to payment-by-result schools, and there has been a considerable reduction in the number of improved pathsalas."

57. In Bankoora the District Committee, in September last, redistributed its funds, and in the redistribution it was settled that no pathsala having less than 30 pupils should receive aid. In consequence of this, 40 pathsalas were closed, and other unaided schools subsidised in their place. As regards the progress made in the schools, the Magistrate says: "I can testify from personal examination, that considerable advance has been made, more especially when the gurus have passed through the normal school. In some schools I was much surprised at the progress made. Altogether 1,521 boys and 35 girls can read and write." The primary grant was expended in fixed monthly grants, amounting to Rs. 4,533, and in rewards to gurus and boys, amounting to Rs. 1,965. The grant to a school never exceeds Rs. 2-8 a month (except in the case of maktabs, which receive Rs. 3), and this is supplemented by rewards calculated thus: "A first class school is rated at Rs. 5, and if the school sustains its character throughout the year, the guru receives Rs. 60, minus the monthly stipend which has been paid to him. A second school, rated according to its excellence at Rs. 3 a month, receives Rs. 36, minus the monthly grant allotted to it; and so on." Some schools get no addition to their monthly grant. On this combination of fixed grants

with payment by results, the Inspector remarks: "The only fault I have to find with the scheme is that as the pathsalas are rated or classed according to their degrees of excellence on the report of the inspecting officers, and not after a general public examination, as at Midnapore, much responsibility is thrown on the subordinate inspecting staff, and the scheme is open to abuse in the shape of favoritism." This is the weak point of the system, which requires the vigilant attention of district officers.

58. In Beerbhoom there has been an increase of 24 in the number of pathsalas, but not a proportional increase of attendance. Six of the 28 improved pathsalas are said to be bad, and the Inspector recommends the removal of the teachers. The new pathsalas, 191 in number, with 5,581 pupils, have been divided into two classes, one class containing 136 schools receiving small monthly grants, and the other, which contains the remaining 55 schools receiving small annual rewards. The amount of the district allotment expended in grants was Rs. 5,865, and in rewards Rs. 514. The condition of the schools generally is spoken of favorably.

59. In the Hooghly district, in addition to the 284 subsidised pathsalas, it is estimated that there are at least 600 unaided primaries: but returns have only been received from 10 of them. In this district the system of monthly grants almost exclusively prevails, rewards and prizes to the extent only of Rs. 1,000 having been given to the best of those candidates who failed to get scholarships, and to the gurus whose pupils showed the greatest proficiency. The improved pathsalas still maintain a decided superiority over all schools in this class, and the lower vernacular and night schools in the hands of the Scotch Free Church Mission are doing well.

60. In last year's report the details of the scheme of payment by results, introduced into the district of Midnapore by the Magistrate, Mr. H. L. Harrison, were given as an example of an economical administration of primary funds which promised to be attended by very successful results. Another year's experience in the working of the scheme has shown that the advantages which Mr. Harrison claimed for his system have been fully realised. An instructive memorandum on the progress of the scheme, written by Mr. Harrison, has been embodied in the district report, and this will be reprinted in a separate form for circulation to educational and district officers.

61. From Mr. Harrison's memorandum it appears that, out of a total of 1,873 pathsalas from which returns were received, 1,865, with an attendance of 34,459 pupils, sent up 11,141 children to the central examinations. Of these, 8,747 passed in reading and writing, 2,373 being placed in the first division and 6,374 in the second; 6,179 passed in arithmetic, 2,316 being placed in the first division and 3,863 in the second; while 377 passed in zemindari and mahajani accounts. In the previous year 8,939 pupils came up for examination from 1,669 schools, and of these, 6,979 passed in reading and writing, 5,487 in arithmetic, and 77 in mahajani and zemindari accounts. There has therefore been an increase of 196 in the number of schools examined, and a more than proportionate increase in the number of pupils presented and passed.

62. The payments to the 1,873 gurus amounted to Rs. 16,974, or an average of Rs. 9 each for the year, and their fee-income was returned at Rs. 66,608 or Rs. 36 each per annum. Mr. Harrison is of opinion that under his system of payment by results there is no longer a reduction in the fees paid by pupils. On this point he says:—

"The evidence is general that the more a guru gets by way of rewards, the more he can raise by way of fees; hence the remark I had to make last year is now no longer true. I then said that the reduction of private fees was a minimum under this system, but still there was some reduction; now that the system gets better understood, and the gurus have gained in prestige, complaints of this kind have almost disappeared, while counter-admissions of gain are very numerous. I need hardly say how difficult a problem thus seems to have solved itself."

63. An analysis of the rewards earned by gurus shows that while the average expenditure upon each pathsala was only Rs. 9, yet that a guru may be awarded considerably more. The following table shows the actual earnings of the 1,865 gurus:—

	No.		No.
Over Rs. 50	1	Over Rs. 10 to 15	275
From " 40 to 50	5	From " 5 to 10	992
" " 30 to 40	16	Under " 5	444
" " 25 to 30	13		
" " 20 to 25	31	Total ...	1,865
" " 15 to 20	88		

"The small sums received," says Mr. Harrison, "as contrasted with the great interest and efforts evoked, show how far the publicity, localisation, emulation, and competition of the examinations supplement the actual money payments and enhance their value."

64. The District Magistrate is of opinion that there is no legitimate standing ground between middle class vernacular schools and primary pathsalas for improved pathsalas to occupy, and his aim is gradually to absorb the latter by (1) levelling the best of them up to the standard of secondary education; (2) promoting the gurus to pound-keeperships when their pathsalas pass under the result-system; (3) vacancies caused by death and other causes.

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65. On this policy Mr. Hopkins remarks:—

"Speaking from experience, I do not think the abolition of improved pathsalas expedient. Mr. Harrison, in his memorandum, has said a great deal about village schools being preferred to improved pathsalas, but I think a great many of the faults which he attributes to improved pathsalas are owing to the neglect of the inspecting officers to give proper attention to these institutions, and to the system, of which I have repeatedly complained, of training gurus in the Midnapore Normal School to look for something higher than the teachership of village schools, and thus making them discontented. In the report before me we have an instance of this. A guru, trained at the Midnapore Normal School, was appointed head-master of the Model School at Binpore; as might be expected, he was found incompetent, and has been relegated, a discontented officer, to a subordinate teachership. I believe Mr. Harrison has changed this system, but the effects of my predecessor's policy remain; and though in Burdwan and Beerbhoom numbers of excellently trained teachers are found contented with their lot in village schools, in Midnapore they are, almost without exception, discontented, looking for promotion, and encouraged in the hope of promotion by the local inspecting officers. I notice this, for I do not think improved pathsalas have had fair play in Midnapore, and as it is now under the contemplation of Government to raise somewhat the standard of primary instruction, the abolition of improved pathsalas is clearly retrogressive and therefore inexpedient."

66. The legitimate standing ground for these pathsalas will be supplied by the intermediate standard which the Lieutenant-Governor has introduced between the Primary and the Vernacular scholarship standards; and I agree with the Inspector in thinking it is not desirable that these schools should be abolished.

67. *Primary Scholarship Examination.*—The statistics of this examination are given below:—

Name of District.	Schools supplying candidates.	Number of candidates.	Scholarships.
Burdwan ...	304	1,052	15
Bankoora ...	140	431	4
Beerbhoom	75	268	8
Hooghly ...	258	1,243	12
Midnapore ...	Not given.	421	26
Total ...	.....	3,415	65

This examination is assuming formidable dimensions, and the inspecting officers complain of the intense labor it entails during the four or five days it extends over. The 421 candidates from Midnapore were the best of those who were presented at the central examinations for payment by results; and of the 26 scholarships awarded to the Midnapore boys, one was presented by the municipality, and five by private individuals.

The Commissioner has made no comments on the Inspector's report.

68. Presidency Division.—"The extension of education," writes Mr. Woodrow, "is a process of gradual infiltration downwards. We cannot permanently get at the masses without going through the intervening strata of the population. If a school is opened for the laboring poor, and becomes tolerably efficient, people in the neighbourhood who are not poor send their children to it, and sometimes the middle class, like hermit-crabs, enter into sole possession. The change, however, is gradual and scarcely attracts notice. No complaint is made. From this result I draw the moral that Government cannot educate the masses without educating the people above the masses. The middle classes of the community who really desire to be educated will somehow manage to get educated before the masses, who scarcely feel the desire. I look on the operation of this law as inevitable."

"The presence of the very lowest castes in school is objected to by the laboring poor on grounds of caste, almost as much as by the middle classes. We are occasionally all aware of the strength of caste restrictions amongst the lowest orders of society, when we find that even sweepers will not touch a dead animal. The observance of caste is decaying much more rapidly among the upper and middle classes than among the lower. We must, therefore, be prepared for the result that when a school for the masses becomes efficient, the middle class will step in. The only exception is that some villages and portions of towns are chiefly inhabited by people of very low caste, and when they are sufficient to fill the school they keep it to themselves."

69. Commenting on these remarks, the Commissioner observes, that "in the case of the 24-Pergunnahs and Nuddea, and doubtless in other districts near Calcutta, the lower classes certainly seem to be fairly ready for education, when they can get it without paying much for it."

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70. The numbers in primary schools for boys in the division stood thus on 31st March during the last two years:—

Description of Schools.	1873-74.		1874-75.		Increase.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	1	15	1	15	.....	...
Aided	1,642	53,316	1,754	56,786	112	3,470
Unaided	766	18,003	788	19,316	22	1,313
Total ...	2,409	71,334	2,543	76,117	134	4,783

71. These figures show an increase of 134 schools and 4,783 scholars during the year. The expenditure by the State on these schools was Rs. 59,561, against Rs. 54,848 in the previous year; and the income from local receipts was Rs. 77,294, against Rs. 72,723 in 1873-74. The increase of cost is fairly distributed between Government and the people, and the schools are reported by the Inspector to be "steadily improving."

72. Mr. Woodrow discusses at some length the question of payment by results. He says:—

"The question of the mode of payment of gurus is discussed in the report of the district committees. The fixed grant of about Rs. 2-8 for each school, whether the school is large or small, well-taught or ill-taught, seems at first sight an indiscriminating manner of paying schools, and in consequence various amendments have been proposed of payment by results, and in some cases the schemes have been adopted. The Government of Bengal is favorable to a system of payment if it can be duly supervised and fairly carried out. This caution, however, discloses the chief difficulty. The inspecting staff is very small, and the Government is aware of the great danger of awarding grants and spending large sums of money on the unchecked reports of poorly-paid sub-inspectors. If the grant were exactly in accordance with the number of passes, an unscrupulous officer, in his examination for different standards, would let through easily the pupils of the gurus who paid him, and be strict with those whose gurus did not pay. If the mode of payment were simplified, and if there were, say, seven rates of payment by results, rising by steps, say, of eight annas, from Re. 1 a month to Rs. 4, a guru would always endeavour to induce the deputy inspector to place his school as high as possible, and if by any ill-luck an Inspector of Schools or the Magistrate came that way, he would say that his best boys were ill or gone elsewhere. In out-of-the-way places it would thus be possible for collusion to exist between a sub-inspector and several gurus with little chance of discovery. I believe the deputy inspectors of schools are in honesty and sense of duty not only equal, but absolutely superior, to any other set of public officers in the country. But it stands to reason that among a large number of officers some bad ones will be found. If cheating can take place without discovery, my belief is that in the course of years, and with changes of officers, it will at last take place. If the equilibrium of a material body happens to be unstable in one direction and stable in an infinite number of other directions, the body will fall. So, if cheating can take place without discovery, it will take place."

"Another difficulty in the system of payment by results is that it gives much where little is required and little where much is required."

"A clever man, dismissed, perhaps, from other employment, sets up a school in a town, gets round him a large number of boys, and teaches them some reading and writing: he makes his livelihood by his adventure. There is not much more reason why Government should pay money to him rather than to his neighbour, who sells oil to rub the little boys' bodies over with before they bathe: both men are useful to the community."

"In a small village, however, where boys are few and parents apathetic about education, the poor school-master is half starved, and there, if education is to be introduced at all, it must be aided by Government. The system of payment by results gives large grants to the town schools, which would go on as well without as with Government assistance, and it gives little to the village school, which wants help much, and would be closed if help were not given. These considerations would reduce large grants in towns and increase small grants in villages, and so bring round a system of payment by results to something like a fixed payment system. The payment by results system would, however, still possess the advantage of discriminating between good and bad schools, whether situated in the country or in the towns."

"The payment by results system may be introduced in stations where the pathsalas are known, and where unfairness can be easily brought to light. It is not suitable for parts of the country where frequent supervision is impossible. For villages between these two limits

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I should propose a fixed payment, say one rupee, and a variable payment by results. The results should be determined in some very simple plan, so that a Magistrate or an Inspector may test the correctness of the award in a quarter of an hour. In the diary the sub-inspector, on his visit to a primary school, divides the boys in attendance into two branches—(1) number of pupils able to read, write, and understand easy sentences in their mother-tongue; (2) number of pupils not able to read, write, and understand easy sentences in their mother-tongue. These numbers should be entered by the sub-inspector in the visiting book or in the margin of the attendance register in the vernacular, and visitors, whose opinion is worthy of respect, should be requested, if possible, to enter their own impressions of the number in each of these divisions: this would be a check on the returns of the sub-inspectors. The payment by results should be given on the number able to read, write, and understand easy sentences in Bengali."

"The fixed payment of Re. 1 would be given for the rest, except in the case of regular infant schools, which, if they occur at all, may be treated as exceptional cases. Each district committee should determine for each locality both the fixed payment for the guru and the scale of allowance for the payment by results."

"The Inspector and Deputy Inspector of Schools should try to test a percentage of these results in every sub-division. For this purpose the Deputy Inspector should not have charge of the sudder sub-division at least in the Presidency circle. The Deputy Inspector's visits could then be fairly distributed over the district. His office work would still keep him near head-quarters more than ought to be the case."

73. I agree with the Commissioner in thinking that the introduction of any uniform system of payment by results is beset with difficulties. For the present each district committee should be left to determine the extent to which fixed payments should be supplemented by rewards upon the results of examination.

74. The district committees of the 24-Pergunnahs, Nuddea, and Jessore now report that the villagers no longer reduce their fee-payments in consequence of the Government aid. "It is most satisfactory," says the Inspector, "to find that this mean and contemptible conduct in meeting the efforts of Government has ceased to exist. In treating of large numbers of schools it is possible exceptions here and there may crop up, but they are now really exceptions to a rule, not, as was once apprehended, so numerous as almost to be a rule." This statement is regarded by the Commissioner "as the most satisfactory item in the whole report," and he adds, "I hope the Magistrates have good reason to be thoroughly satisfied that it is really the case."

75. With a view to securing true returns from primary schools, and preventing the manufacture of paper schools, the Magistrate of the 24-Pergunnahs has made all police officers *ex-officio* visitors of schools in their jurisdiction, and their reports are to be used as checks upon the reports of sub-inspectors of the Education Department. Sub-divisional officers have also been requested to nominate respectable shop-keepers to be visitors of schools in their immediate neighbourhood. I agree with the Inspector in thinking that the latter scheme can be productive of nothing but good, but that the appointment of police officers should be restricted to officers high in the department. Rightly or wrongly, the lower ranks of the police are credited with ingenuity in turning power into money; and to invest them with the power of injuring the reputation of a teacher by an unfavorable entry in the visitor's book might be converted into a means of extortion. The effect of this order as it now stands can hardly fail to be prejudical to schools.

76. The Commissioner remarks that no police officer of lower rank than a first grade sub-inspector should be appointed a visitor of schools.

77. In the 24-Pergunnahs there has been a net decrease of 47 in the number of aided pathsalas, attended by a loss of 1,067 pupils: the number of unaided pathsalas has also decreased by 76, and the pupils in attendance by 1,877. This decline in the number of schools is attributed by the District Committee to their "inability to give regular grants of public money to the numerous applicants for them." The total number of pupils in attendance at all the primary schools of the district under inspection was 36,095, of whom 144 were Christians, 26,149 Hindus, and 9,802 Muhammadans. Classified socially, these consisted of 17 belonging to the higher classes, 5,748 to the middle, and 30,218 to the lower, while the parentage of 112 was unknown. In the population of the district Muhammadans are two-thirds as numerous as Hindus, while the number of Mussulman pupils is only a little over one-third of the Hindus. Mr. Woodrow remarks that this result might be expected, as the pathsala boys come from the upper stratum of the masses, and the Mussulmans are generally engaged in lower occupations than the Hindus.

78. In the circle schools there was an increase of 71 schools and 2,222 scholars. This system, which has hitherto worked admirably in the 24-Pergunnahs in raising the status of indigenous schools, has received a severe blow by the proceedings of the District Committee. The chief features of the circle system, and the circumstances under which the Committee acted, are thus described by Mr. Woodrow:—

"The old-fashioned gurus of indigenous schools seldom know what a good school ought to be. They teach writing and complicated multiplication tables, and arithmetic founded on

them, and nothing more. The circle system was established to induce them by small pecuniary rewards, on the principle of payment by results, voluntarily to admit to their schools a trained teacher, who should classify the boys and teach the more advanced pupils subjects which the guru did not know and would not learn. It was expected that our trained teachers should look after schools containing about 120 boys. Three schools of 40 boys each was the usual allowance. On the day when the trained teacher or 'Circle Pandit,' as he was called, visited a school, he left the pupils work to do in sums, &c., against his next visit. This was a hint taken from the French schools, where one master occasionally manages by himself a school of 300 children. He keeps them engaged in writing or in preparing lessons when not teaching them orally, and in consequence a great deal of work is done in writing without the master's attendance. If a guru did not like a circle teacher, he was not obliged to receive him. Compulsion was not contemplated."

"The system worked excellently, and some of the best vernacular schools in the 24-Pergunnahs were once under the circle system, and were improved into grant-in-aid middle class vernacular schools. The chief difficulty was that a teacher could take a holiday and go away for a few days without being detected. Various precautions were taken against this defect, and all circle pandits were aware that if they absented themselves without first sending a letter asking for leave, they would be summarily dismissed. Until late years, each school could be visited once at least every two months. Modifications on the original scheme were in course of time made by the gurus and teachers either by joining together two or three schools, or by the best boys of three schools accompanying their teacher in his rounds. These changes did not, however, materially affect the principle of the system, which was to improve indigenous schools. At its first institution the majority of the circle teachers were examined monthly at the inspector's office when they came for their pay. About half the early grants to middle class vernacular schools were due to the improved ideas of what a school ought to be, and resulted from the labors of the circle pandits. It is the cheapest and one of the best plans of gradually raising the status of an indigenous school."

"The Vice-President, however, took a different view of the case, and in his report wrote as follows: 'Circle pandits are, as far as my experience goes, no longer of much use, as it is impossible with our means to keep any check upon them, since when found absent at one school they declare they were at another. The necessity of appointing a larger supervising agency is admitted by, and patent to all, and I shall send up a proposition to make the circle schools into pathsalas, and to make the 30 circle pandits on Rs. 15 each, into 15 sub-inspectors on Rs. 30 apiece, the circle pandits thrown out of employment being given pathsalas or otherwise provided for.'

"Unfortunately I assumed that the members of the Committee knew what the circle system was, and I did not think of describing its operation. My opposition to the abolition of the circle system was ineffectual: the arguments of the Vice-Chairman prevailed; and out of 30 circle pandits, 15 were dismissed from the service of Government for no fault at all, in the expectation that perhaps before long something might turn up in the way of private service."

"I do not like such hard measures. The matter was settled by the vote of the members of the District Committee, who were convinced by the Magistrate's argument. As I sat in silence after the decisive vote, pitying the 15 poor pandits, the Magistrate said to me: 'But, Mr. Woodrow, these schools under circle pandits cannot be of much use, when they are open only two days in the week, and not that if the pandit is irregular in attendance.'

"The District Committee were entirely guided by the Magistrate, and the Magistrate by this explanation proved that he entirely misapprehended the circle system. Thus the system, found to work well during half a century by Messrs. Sandys, Long, and myself, was abolished one afternoon on an entire misapprehension of its nature."

79. Commenting on this the Commissioner says:—

"Mr. Woodrow has condensed into his general report so much of what appears in his remarks on each district separately, that the only portion relating to the districts separately to which I think it advisable to draw attention is that relating to the abolition of the circle system in the 24-Pergunnahs, *and to this I would draw special attention.* Mr. Woodrow concludes thus:—'The District Committee were entirely guided by the Magistrate, and the Magistrate by this explanation proved that he entirely misapprehended the circle system. Thus the system, found to work well during half a century by Messrs. Sandys, Long, and myself, was abolished one afternoon on an entire misapprehension of its nature.' This circumstance seems to me extremely instructive, showing, as it does, the natural consequence of suddenly transferring power and authority in educational matters from the hands of officers of special experience and knowledge of the subject, such as are the Inspectors of Schools, to those of Magistrates and district committees, who, from their other multifarious duties, must necessarily be a very long time before they can learn a tenth part of what the Inspectors have learnt in 20 or 25 years' exclusive study of this single subject."

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80. *Primary Scholarship Examination.*—The statistics of this examination are subjoined :—

Districts.	Number of schools.	Number of candidates.	Scholarships.
24-Pergunnahs	233	669	17
Nuddea	210	569	12
Jessore	139	441	15

The number of candidates who passed is not given in the report for the 24 Pergunnahs; but in Nuddea it appears that 442 passed, of whom 151 were placed in the first division, 151 in the second, and 140 in the third: in Jessore 117 candidates passed, of whom 28 were in the second division and 89 in the third. Some difficulty was felt in deciding what schools should be allowed to compete for primary scholarships. This difficulty has now been removed by the orders which require each school to declare, at the beginning of the year, for what class of scholarship it intends to compete. It will probably be found that pathsalas which have any chance for the lower vernacular scholarship will generally be ambitious enough to attempt that rather than the primary standard.

81. The District Committee of Krishnaghur discuss the question of age, standard of proficiency, and other questions connected with the award of these scholarships. On the scheme of an intermediate standard between the primary and middle vernacular standards they say: "Further experience has therefore only substantiated what has been so frequently repeated, that it would be better to classify separately the D pathsalas as preparatory to the middle vernacular schools." The report then recommends that separate scholarships be set apart for this intermediate examination. "This recommendation," says Mr. Woodrow, "was given on the 7th May. By a singular coincidence His Honor the Lieutenant-Governor, in his resolution of the 3rd May 1875, suggested the advantage of a similar intermediate examination. * * * * * * * * * * I firmly believe that these examinations, by interesting many parents in the results, and consequently in the work, of schools attended by their children, have a powerful effect on the attendance and diligence of the masters. In this view of the matter, a scholarship examination has the same influence over teachers as several sub-inspectors would have with regard to supervision."

82. Calcutta.—No allotment of funds for primary schools in Calcutta was made in 1872, but the Lieutenant-Governor in a Minute, dated 25th February, upon the educational needs of the poorest classes of Europeans and Eurasians, directed that, while increased efforts should be made to meet, as far as possible, the wants of these classes in elementary education, the corresponding classes of the native community should not be overlooked. Little could be done towards carrying out these instructions before the close of the year: but inquiries were instituted by the Inspector, as to the number and position of those schools in Calcutta which correspond to the pathsalas in neighbouring districts. The result has been that statistics have been obtained of 85 primary schools in the town, which are attended by 3,312 pupils, of whom 2,741 are Hindus and 571 Muhammadans. Out of these 85 schools, 51 have been subsidized with small grants aggregating Rs. 1,278 per annum. The amount of aid assigned to each school has been determined by considering (1) the gross number of children in the school, (2) the proportion of the number of poor children to the gross number, modified in some cases by the extent of patronage or protection bestowed by rich neighbours. The aided schools are fairly scattered over the town, and a small sum has been kept in hand for the purpose of providing small rewards or increased aid to schools which, after a few months, show upon examination an increase in efficiency.

83. The previous year's returns showed 136 pathsalas in Calcutta with 5,470 pupils; but there is reason to believe that the late Deputy Inspector made that return from an inaccurate estimate based, not on personal observation, but on information derived from gurus scattered over different parts of the town. The present Deputy Inspector has collected his information by visiting almost every street in the town, and the returns he has submitted tally very closely with the list which the Commissioner of Police caused to be prepared. The Inspector is of opinion that the 85 schools now returned include nearly all the schools of this class in Calcutta at present in existence, and that the total number of such schools does not exceed 100 for the whole town. Mr. Woodrow reports that "the education which is being imparted in most of these primary schools is better than that which is given in schools of the same class in the mofussil. Printed books are made use of in almost all the schools, and some students are to be found in all of them who can read, write, and understand easy sentences." The Deputy Inspector reports, that the gurumahashays readily furnished the returns he required, and expressed an earnest desire to throw open their pathsalas to the inspection of educational officers, and to receive Government money.

84. RAJSHAHI DIVISION.—The number of primary schools in each district, with the number of pupils on the rolls on 31st March for the last two years, is shown below:— PRIMARY INSTRUCTION.

DISTRICTS.	1874.		1875.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Murshidabad	383	9,405	378	9,328
Rajshahi	246	7,534	247	6,776
Malda	99	2,862	85	2,701
Dinajpur	410	6,827	414	7,623
Rangpur	398	6,902	422	8,142
Bogra	78	2,202	84	2,059
Pubna	231	7,073	223	6,886
Total	1,845	42,895	1,853	43,515

85. This return shows that the number of primaries increased by eight only during the year, and the number of children attending them by 620. Of the total number in attendance, 22,029 were Muhammadans, 21,465 Hindus, 13 Christians, and 8 classed as "others." The large number of pathsalas that had come on our returns during the two previous years had brought us to the point beyond which school extension must be slower and more difficult. With but few exceptions, the Government-aided pathsalas occupy the sites which the unaided indigenous pathsalas held; and except in isolated cases they have not penetrated beyond the stratum reached by the indigenous institutions. The districts of this division being largely Muhammadan, the number of indigenous pathsalas was smaller than in those parts where the population is mainly Hindu. Not that the Muhammadans do not attend these institutions; on the contrary, the returns show that they constitute a majority of the pupils; but the pathsala being a purely Hindu institution, did not exist in such large numbers as in other districts, where the Hindus predominate. From the census report it appears that the percentage of the Hindu population to the whole is in Murshidabad 54·2; in Rajshahi 21·8; in Malda 52·6; in Dinajpur 46·7; in Rangpur 39·8; in Bogra 18·8; and in Pubna 29·9. In the opinion of the Circle Inspector, Babu Bhudev Mukherji, the percentage of the purely Hindu population in the districts of Dinajpur and Rangpur is less than the census report gives. He says:—

"For Dinajpur I would put it at 30, and for Rangpur at 35 per cent. The educational statistics of the several districts, taken at the time of the census, being confessedly very imperfect, I am disposed to rely more on my own observations, made years ago in different parts of the country. If I were to venture to guess as to what might have been the number of indigenous pathsalas in the different districts of the Rajshahi division *before* they were interfered with by Government schemes, I should say that it was in Murshidabad about 500; in Rajshahi about 200; in Malda about 100; in Dinajpur about 300; in Rangpur about 400; in Bogra about 100; in Pubna about 200. The first tabular statement of this report shows that in most of the districts we have been able to slightly exceed these numbers. It may be inferred therefore that the ordinary limits of school-extension have been reached, and the progress henceforward must be slower and more difficult. I know that if a larger number of schools is called for imperatively, the schools will be forthcoming; but in such a case the schools already existing will suffer in strength and efficiency. The progress in school-extension has, in my opinion, of itself come to be slow, and will proceed on slowly, unless some scheme be devised under which the unlettered classes may be compelled or stimulated to send their children to school and keep them there."

Another cause of the stoppage in the increase of pathsalas is mentioned. "The District Magistrates have," says the Inspector, "generally speaking come to be more mindful of the quality than the quantity of such schools. They do not now call for so many more pathsalas per week or per month, but require more constant inspection, and the numbers already attained to be kept up. This last work—the keeping up of the attained numbers—is not without its difficulties. Pathsalas often close up quite unaccountably, and what are called transfers of them have, I believe, to be sanctioned some every month by the Magistrates. It may be said that having been in the first instance set up in hot haste, it may be advantageous to shift them more leisurely now from less to more eligible places. But from my own past experience, when the old pathsala scheme was in my hands, I know that the spirit of shifting from place to place is one of the inherent evils of these institutions, and that it needs being kept under check."

86. I am not sure, however, that the "spirit of shifting," which the Inspector condemns, meant the same thing in former days as it does now. Formerly it meant that the guru, growing tired of one place, set up a pathsala in another; now it means that the grant which fails to maintain a pathsala in one village is transferred to another, this being in fact the only means open to the Magistrate for setting up new schools, now that the limit of the funds is being approached. Certainly the number of schools abolished or transferred has fallen in Rajshahi division from 133 in 1874 to 119 in 1875.

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87. As regards the strata of population penetrated by the D and E pathsalas, and the progress in each, the Inspector remarks: "There seem to be very vague ideas about the difference which exists between the D and E pathsalas. I have, I believe, seen a larger number of both in the course of the year than any one else. The number of D pathsalas inspected by me in the several districts was 175, and of E pathsalas, 545. The number of pupils brought before me at these gatherings was 3,850 from the D's and 8,275 from the E's. The number of Hindu children from the E pathsalas was 3,075, and of Mussulman children 5,200. In the D pathsalas the children of the lower middle classes, consisting of shopkeepers and artizans, and holders of more than 20 beeghas of land, numbered 2,962; the others belonged to the lower classes, consisting chiefly of small agriculturists and actual agricultural laborers. In the E pathsalas the lower middle classes numbered 5,645; the lower classes, consisting as above, numbered 2,630. I am not disposed to agree with those, therefore, who believe that the E pathsalas have penetrated very far down into the lower strata of society."

"Then as to progress. The D's are supposed to be all aspiring to be middle schools, and to prepare pupils for the Vernacular Scholarship Examination. But this is no longer the fact. In the Murshidabad district, where the D pathsalas are most advanced, there are still about 15 pathsalas out of the total number of 70 which aspire to teach up to the middle standard. The D's are, in fact, finding out that it is easier for them to compete with the E's for the primary scholarships than with the middle vernacular schools for the middle scholarships. They are thus slowly coming down. I must add, however, that the mode of teaching adopted by the D pathsalas more nearly approaches the school than the indigenous pathsala mode. Printed books are mostly in use, and a little geography and even a little history are attempted here and there. The Murshidabad D's are the most advanced; next come the Rajshahi D's; then the Rangpur D's; and lastly the Dinajpur D's. I have not noticed the Bogra, the Malda, and the Pubna D pathsalas, because in these districts they do not muster in strength; the number in Bogra being only 3, in Malda 10, and in Pubna 25. With respect to the progress in the E pathsalas of the several districts, it is to be remarked that printed books in the upper classes are being taken to in about half of them, with the exception of Rajshahi, where I believe almost every E pathsala can show a few printed books in the hands of some of the children that attend it. The difference in the D and E pathsalas of the Rajshahi district is least, the D pathsalas not being as advanced as where they are most advanced, and the E pathsalas being more advanced than where they are least advanced."

88. The following table shows the different rates of payment made to the E pathsala gurus in the several districts:—

Number.	Districts.	Number of E pathsalas.	Amount spent on them during the year.	Cost of each to Government per annum.
			Rs.	Rs. A. P.
1	Murshidabad	252	7,405	29 6 2
2	Rajshahi	135	6,202	45 15 1
3	Rangpur	216	7,036	32 9 8
4	Dinagepore	210	7,777	37 0 7
5	Malda	74	3,082	41 10 5
6	Bogra	74	2,796	37 12 6
7	Pubna	194	7,779	40 1 6

The Inspector is unable to explain why the rates differed in the different districts to the extent shown in this return, as the administration of the primary fund is vested in the Magistrates, but generally, it is found that the E pathsalas approach more closely to the D's in those districts where the payments are higher.

89. Beyond discharging his duties as an inspecting officer towards the primaries to the utmost extent in his power, Babu Bhudev observes that these schools owe nothing to him directly. On two points, however, connected with the efficient maintenance of the schools, he tendered advice to the late Commissioner, which was accepted. The first refers to the payment of the gurus—a matter of the first importance in the administration of these schools; the scheme itself, and the reasons which necessitated it, are set forth fully in the following extract from the Inspector's report:—

"I found, while going through some of the districts, that the payments due to the gurus of the pathsalas had in some places run into long arrears. One guru, whose pathsala I was examining in December, told me, in the presence of the sub-inspector, that he had not been paid his stipend from the month of February preceding. I learnt at other places that gurus' stipends to the amount of nine or eleven hundred rupees had accumulated in the hands of some of the sub-inspectors. One case was brought to my notice of a sub-inspector having been suspended by the Magistrate for having taken receipt from a guru for sums which he had not actually paid at the time. In another district, where payments were being made by the police, a few gurus complained that the police always refused to pay them directly they called, but obliged them, on some plea or other, to call oftentimes at the thana for payment.

The above facts and allegations, true or false, impressed upon me the necessity of having some definite scheme framed for the payment of the gurus. One of the Magistrates also thought that for the payment of the gurus a scheme had become a necessity. In the scheme which I suggested to the Commissioner, I kept in view directly the following objects: (1) quick payment of the gurus; (2) prevention of accumulation in the hands of the sub-inspectors; (3) check on the paymasters in the hands of the gurus themselves; (4) to do without the police; collaterally I wanted (5) to ensure some inspection of the superior schools—a work which was being neglected; (6) to prevent the break-up of the superior schools by giving them some influence over the primaries in their neighbourhood which had been drawing off their students. The districts were divided into small circles, with usually some aided school in the centre. The master of the school was made paymaster of about a dozen schools within a range of some eight or ten miles. He gave security to the Magistrate, received money from the sub-inspector, paid the gurus who called with their registers on stated days, entered the payments in their *hat-chitthas*, and took receipts from the gurus, which he gave up to the sub-inspector on his next visit. The paymasters were remunerated by a commission of 5 per cent. on the sums they paid. This scheme was certainly far inferior to the old departmental ruling which required the sub-inspectors to pay the stipends *into* the hands of the gurus *at* their pathsalas *after* examination, and take receipts *then and there*, to be forwarded to the Inspector's office. But the number of primary schools having greatly increased, and that of sub-inspectors having remained stationary, the scheme above described appeared to me to meet what were our immediate wants. The introduction of the scheme was, however, not quite smooth. In one district the *hat-chitthas* required to be given to the gurus were thought unnecessary; in another the sub-inspectors were reported as able to do without the central paymasters; and in others simple delay was interposed. Even now the district reports, abstracts of which are appended, are not all quite friendly to the scheme. The handle to overturn it, as they seem instinctively to perceive, is that charge of a commission of 5 per cent, on the primary fund. For my part, I think the scheme was only tentative, and that, as long as the old departmental ruling cannot be restored in respect of guru payments, from the want of a sufficient number of sub-inspectors, the scheme should be maintained. From one of the districts where the scheme was not carried out, the Deputy Inspector represents that he made the sub-inspectors give up, at the end of the year, about Rs. 2,000 which had accumulated in their hands. The Magistrate of that district also writes about his introducing a plan of taking receipts, and filing them, as if such things have to be done for the first time now. On the other hand, quick payments and no accumulations are reported from all the districts where the scheme was carried out."

90. The prompt payment of gurus is one of the pressing questions of the day; and the evils attendant upon payment through the police have been shown in another division. It would seem, however, that the payment of gurus through the agency of sub-inspectors is not without its drawbacks, and, in the face of the irregularities which the Inspector mentions, it can hardly be held to be a very weighty objection against the system of central paymasters which has been introduced into this division, that it involves a 5 per cent. charge on the primary fund. At most, this payment of commission comes to this, that 19 pathsalas are maintained where there might be 20; but there is a better return for the money in having 19 well organised schools rather than 20 irregularly paid and inefficient ones. So far the plan has worked satisfactorily, and should, I think, be maintained.

91. The second point on which the Inspector's advice was accepted by the late Commissioner, refers to the institution of a system of central examinations of primary schoolboys. The following are the rules adopted for carrying out this scheme:—

(1.)—The assembling of the children of primary schools at centres for examination may be ordered by the School Inspector.

(2.)—Primary schools within a range of six miles only are to be brought to any centre selected for holding the examination. Deputy and sub-inspectors should bear in mind that the children must take both their morning and evening meals at home.

(3.)—The teachers must always come with the children, and take care of them on their way to and from the examination.

(4.)—The teachers must come with their registers of attendance, visitors' books, and the *hat-chitthas* in which payments to them are entered.

(5.)—The children must come with their books and writing materials.

(6.)—It will be competent for the Inspector to order payment from the primary fund at the rate of two pice per child for tiffin, and also at the same rate for ferry where necessary.

(7.)—It will be competent for the Inspector to award prizes in books or cash, payable from the primary fund, at the rate of Rs. 5 for every hundred children examined.

92. This scheme also involves a slight but legitimate charge on the primary fund, which is fully justified by the end to be attained. Objections were raised by some that the boys would leave the school if they were asked to come to these examinations; and by others

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that there was no money to spare for such a purpose. The opposition gradually disappeared after the Inspector had, in passing through some of the districts, explained the object of the rules. "When the examinations were at length held," says the Inspector, "the boys did not either leave their schools, nor was money wanting for the prizes. Not only did the boys, with their teachers and guardians, flock to the examinations as they do on such occasions in the North-Western Provinces, but I felt that the system would act as a check against the tendency of schools of this nature to become in some measure paper schools only. I admit that a school to be properly inspected should be seen in its place. I admit that inspection at gatherings fails partially in one of the main objects of inspection, which is to guide the teachers. I admit that gatherings like these, if not conducted with proper care, are apt in some cases to press hard on the children and their guardians. But admitting all these defects in the system, I believe it has advantages which counterbalance its disadvantages, and that with proper precaution the disadvantages may be much reduced. The practice at present in the Rajshahi circle is that the Inspector or the Magistrate only can order such gatherings; the local inspecting officers must see the schools at their own places."

93. The following are the four standards fixed for these central examinations:—

1st standard.—Reading fluently sentences and writing them from dictation, and working up to simple division in arithmetic.

2nd standard.—Reading and writing words and names, and working up to simple addition in arithmetic.

3rd standard.—Reading and writing simple and compound letters, and knowing something of the tables and numeration.

4th standard.—Below the third standard, inclusive of no perceptible result.

94. The result of the examination of 252 primaries in five districts under the above scheme is noted by the Inspector, and it would seem that out of a total roll-number of 5,954 children, 4,039, or 68 per cent., were present. Of these, 632 reached the first standard, 772 the second, 1,191 the third, and 1,597 were placed under the fourth. In the course of the year the Inspector examined 720 primaries, chiefly in central gatherings, and the impression received was that most of these schools were "slowly rising." He says:—

"The slow-rise in the primary schools is to be understood with the qualification that the aided vernacular schools and the more aspiring of the D pathsalas are not rising. Most of them stand still, and rather tend to come down to the level of the E pathsalas. The E's have risen slightly. The fact seems to me to be this. In the Rajshahi division, in four of its largest districts, (1) Murshidabad, (2) Rajshahi, (3) Rangpur, and (4) Dinajpur, there were guru-training schools, working for years before the E pathsalas began to be recognised. These districts had been supplied with the D pathsalas, which had in a measure *created* a standard for pathsalas which the E's are now struggling to attain. A large number of gurus with some training were likewise at once available from the guru-training (now normal) schools when the E's were started. These causes have operated powerfully on the E pathsalas, and are raising them up to the old level of the D's; while the D's are ceasing to aspire after the vernacular scholarships, for which the competition was very hard, and are trying to win the primary scholarships, for which the E pathsalas compete with them."

"I do not know how the D and E pathsalas have acted and re-acted on each other in other parts, but in this division they seem to be gradually nearing one another. The difference, however, is still very marked in all the districts, except Rajshahi, where the E gurus are paid at a much higher rate than in any other district of the division."

95. *Primary Scholarship Examination.*—This examination was conducted in the several districts by the local educational officers, assisted in some cases by members of the district committees. The following are the statistics of the examination:—

Districts.	Number of primary schools in the district.	Number of schools that sent candidates.	Number passed.	Number of scholarships awarded.
1. Murshidabad	377	119	262	10
2. Rajshahi	247	155	205	10
3. Malda	85	42	43	4
4. Dinajpur	414	77	183	8
5. Rangpur	422	128	302	26
6. Bogra	82	41	4	4
7. Pubna	221	82	119	7
Total	1,848	644	1,118	69

96. It would be an advantage, the Inspector thinks, if this examination were held simultaneously with that for minor and vernacular scholarships in all districts; and he also points out that many of the schools which now send candidates to the primary examination are capable of reaching a higher standard. The institution of a system of intermediate scholarships, which has been proposed by the Lieutenant-Governor, will relieve the present pressure

for primary scholarships, and will prevent the gradual sinking of these better schools to the level of the E pathsalas.

The Commissioner has made no comments on the Inspector's report.

97. Cooch Behar Division.—The districts of Julpigoree and Darjeeling, which now form part of the Rajshahi division, belonged on 31st March to the Cooch Behar division. These districts contained very few schools of any kind previous to the introduction of the Government schemes of education, and the general attitude of the people towards education still remains one of comparative indifference. The Circle Inspector went through the districts twice during the year, and became acquainted with the managers of schools and other influential men: and the impression received was "that schools here are the effects mostly of mere imitation, and not as yet of any strongly-felt want on the part of the people." The cost of each pathsala in the Julpigoree district was Rs. 64 for the year, which is more than the maximum sanctioned by the late Lieutenant-Governor; but in the absence of the old foundations to build upon, the cost could not be brought down to a smaller sum.

98. The number of primary schools in the two districts on 31st March was 121, against 97 in the previous year. The number of pupils in attendance was 2,534, showing an increase of 391 during the year. Of these, 1,397 were Hindus, 1,104 Muhammadans, 3 Christians, and 39 others. One pupil was returned as belonging to the upper, 484 to the middle, and 2,049 to the lower classes of society; and 24 of the pupils were in the middle, 1,495 in the first, and 1,024 in the second division of the primary stage of progress. Some of the pathsalas in the south and south-western parts of the Julpigoree district stand on nearly the same level with similar schools in the Rangpur and Dinajpur districts.

99. In the Julpigoree district there were 88 primary schools, with 1,879 pupils, against 60 schools, with 1,342, in the preceding year. Of these, all but eight are aided by Government or the Cooch Behar State. Some of the Government aided pathsalas are working among the Mech and Garos, and there is a great want of pandits who can speak to the Mech children in their own dialect. An attempt is being made to overcome this difficulty by training Mech gurus in the Julpigoree Normal School. The Sub-Inspector having asked for an increase in the assignment for pathsalas, the Deputy Commissioner has very properly directed him to look rather to the improvement of existing schools than to an extension of their number. "It seems," says the Deputy Commissioner, "as if we had scattered a handful of seed broadcast, irrespective of the soil in which it might fall, and with little or no preparation for its care should it germinate. * * * * Our object is not to show paper results, but really to promote simple education in their own language among the people. We shall not jump at our object in a day, nor shall we ever attain it by scattering without forethought and after-care. The education of a people will ever, like that of the individual, be slow work at first. But the foundation well put in, a few schools well established, the after-growth will be rapid." The Deputy Commissioner again brings to notice the great interest taken in education by Munshi Tarakulla, Honorary Magistrate of Boda. "I look on this gentleman," he says, "as the main-stay of education in the district, and it is undoubtedly his example which has given the impetus to, and fostered the growth of, education among the Muhammadan class. I should be glad to see some special notice taken of this gentleman, as he well deserves it."

100. In the Darjeeling district there are two managing bodies, the hill schools being under the charge of the Scotch Mission, and the schools in the plains under the tehsildar of the Terai, who acts under the orders of the Deputy Commissioner. The number of primary schools in the district was 34, of which 15 in the Terai contained 275 pupils, of whom 39 were Muhammadans; and 19 in the hills contained 430 pupils, of whom 80 were girls. In the hill schools 391 pupils, who are almost entirely Nepalese, learn Hindi; 22 Lepchas and 15 Bhuteas learn Lepcha and Bhutea at two of the schools; 106 of the pupils were the children of coolies mostly employed in the tea gardens. The standard in all the schools is very low, and the Deputy Commissioner wishes to improve them before increasing their numbers.

101. *Primary Scholarships.*—There was no examination at Darjeeling. In Julpigoree 14 schools sent 33 candidates, of whom three gained scholarships. The Commissioner, Sir W. J. Herschel, was present at one of these examinations, and thought the boys had made very little progress.

102. Dacca Division.—The following are the statistics of the primary schools for the division at the close of the year:—

Districts.	New or E pathsalas.	Pupils.	Other Government and aided lower vernacular schools.	Pupils.	Unaided.	Pupils.	Total.	Pupils.
Dacca	200	6,479	20	842	24	865	244	8,186
Fureedpore	191	5,944	25	791	37	768	253	7,503
Backergunge	244	6,792	..	..	97	2,980	341	9,772
Mymensingh	256	7,354	25	646	48	1,486	329	9,486
Total ..	891	26,569	70	2,279	206	6,099	1,167	34,947

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Comparing these figures with the returns of the previous year, there has been an increase of 140 schools under inspection, and of 4,482 pupils; in the E pathsalas there has been an increase of 100 schools and 1,719 scholars. The average number of pupils in attendance at each school was 30.

103. These figures, the Inspector remarks, do not show any notable expansion of the primary system, but that the pathsalas have held their ground. I agree with the Officiating Commissioner that the primary system has done something more than hold its own. The expansion of the scheme is necessarily limited by the funds to be disposed of, and as all the funds have been placed out in the Dacca and Fureedpore districts, an extension of schools in these districts can only be looked for from a reduction in the amount of the grants already made. In the Dacca district an increase of seven in the number of aided pathsalas has been attended by a decrease of 349 in the number of pupils, and in Fureedpore an increase of four schools by a loss of 255 scholars. The cause of this was the prevalence of fever throughout large tracts of both districts during the year, which necessarily affected the attendance.

104. In Mymensingh there has been marked progress during the year, the number of aided pathsalas having increased by 80 and the pupils by 2,209. In Backergunge there was an increase of 11 schools and 114 scholars. The number of unaided pathsalas in this district is returned at 97, but this number is far below the mark, and merely includes the schools in the sudder sub-division. In the Perozepore sub-division alone, Dr. Robson received, during a recent tour, a hundred applications for aid from schools, none of which are included in the returns.

105. In Mymensingh and Backergunge a considerable amount of the primary grant remains still unallotted, and in both these districts an extension of schools may be looked for. In Mymensingh the unspent balance is nearly Rs. 3,000; but the District Committee rightly consider it unadvisable to give aid to pathsalas which cannot be inspected.

106. The question of payment of fees by pathsala boys has been inquired into during the year, and the Officiating Commissioner remarks that in Fureedpore and Mymensingh these inquiries show "that there has been no tendency on the part of the people to stop payment of their former contributions in consequence of aid having been given by Government." In Backergunge, where the practice of withholding fees was supposed to prevail more largely than in the other districts, the Inspector and Commissioner are of opinion that the complaints put forward were greatly exaggerated. "When the complaint," says Dr. Robson, "is well founded, the explanation is not far to seek. In a large number of cases grants were given to pre-existing pathsalas, taught by old-fashioned gurus, who, after the receipt of the grant, continued to teach the same boys the same subjects according to the same methods as before. In such cases the villagers failed to see the propriety of giving the gurus double pay for the very same work they were doing before, and accordingly they withheld their contributions. The cure for this state of things is to improve the teaching. There is rarely any difficulty about fees where there is a *competent* guru. The same notions of equity which lead the villagers to think that the old-fashioned guru doing the same work as before should continue to have the same pay, lead them to the conclusion that a superior guru teaching more efficiently should have higher pay."

107. With a view to effecting some reduction in the larger grants, without, if possible, affecting the income of the gurus, or impairing the efficiency of the school, the District Committee of Dacca have, on the recommendation of the Inspector, issued the following rules with regard to the payment of fees in pathsalas:—

I.—No free boys shall be taught in the aided pathsalas, except by the permission of the inspecting officers. This permission will be given in every case in which, after consultation with the guru and the villagers, it is ascertained that the boy is really unable to pay fees.

II.—Fees may be paid in money or in kind, according to the convenience of the pupils.

III.—The rate of the fee will be according to the circumstances of the pupils. The settlement of the rate in any disputed case will be left to the guru and the inspecting officer.

IV.—The inspecting officer will at his visit strike off the names of those boys whose fees are more than one month in arrear, unless exceptional circumstances seem to make it expedient to extend the term.

V.—No boy whose name has been struck off for non-payment of fees shall be admitted into any other aided pathsalas.

VI.—Boys whose names have been struck off for non-payment of fees may be re-admitted on paying up the arrears.

VII.—The pathsala registers shall be so drawn up as to have separate columns showing, (1st) the rate of fees for each boy; (2nd) the amount paid; (3rd) the date of payment; (4th) the amount remaining unpaid.

108. The Magistrate, in sanctioning these rules, remarks "that there is no doubt that the bulk of the people can pay a small fee; and till this is systematically enacted, there can be no increase in the number of schools aided." Commenting on the adoption of these rules by the Committee, the Officiating Commissioner says:—

"It is quite possible that at the first commencement the insistance of fees being paid may result in a diminished number of pupils attending these schools, but I myself believe that this will not continue. The rules which the Committee have adopted, and which will be found *in extenso* in the Inspector's report, must be carried out with firmness and judgment, and exceptional cases not too easily admitted. There is no doubt that a desire for education is spreading among the masses, whatever detractors from the wise policy of Sir George Campbell may say to the contrary; and in this part of the country, where the ryots are, as a rule, so remarkably well-to-do, I for one do not hesitate to say that they will as a body pay without demur the very small fees necessary to procure it for their children. But native-like, they will not pay unless they see that they cannot escape doing so, and this is the reason why these rules will require to be worked firmly by the inspecting officers of the district."

109. It will be no innovation to insist on the payment of fees; and if the rules be judiciously worked by the inspecting officers, the customary fees will probably be realised. On the qualifications of the teachers, Dr. Robson says:—

"Much has been done during the year to improve the gurus. A small proportion have had the benefit of a course of normal school training, and have returned to their pathsalas with their teaching powers greatly improved. The main source of improvement, however, has been in the gradual weeding out of the old unimproveable gurus, and the substitution of young men who have read up to the vernacular scholarship standard in middle schools. These young men make by far the best gurus, and when guided in their work, the progress made is sometimes astonishing."

"When the primary scheme was started, preference was given in many districts to old-fashioned gurus and to village patwaries. Some of the patwari gurus have done well, but on the whole they have not shown much aptitude for their work. There is, besides, the objection to them that in public estimation patwaries are rogues, the cleverest patwari being he who is most skilful in the fabrication of accounts. Popular opinion may be unjust to them, but still the low opinion entertained of their integrity renders it unadvisable to entrust them with the training of the young; for it is always necessary to the success of a school that a teacher should bear a fair character, and enjoy the confidence of the parents of his pupils."

110. The defect in the working of the primary scheme hitherto in Eastern Bengal, as in other divisions, has been the absence of any incentive to a guru to improve his teaching or to increase the number of his pupils. Expressions of dissatisfaction on the part of inspecting officers, if attended by no reduction of grants, would make but little impression; nor, on the other hand, would there be any great incentive to exertion if improvements in teaching and increase in attendance were attended by nothing more substantial than words of praise. The remedy for this lies in the carrying out of the principle laid down by the Lieutenant-Governor in his minute of 12th January, that in future "the amount of a grant should be regulated, as nearly as possible, according to results."

With reference to the Midnapur system, the Inspector says:—

"There are various ways of working the principle of payment by results, all of which have the same general aim of stimulating teachers and pupils by rewards to be gained by diligence and proficiency. The most thorough-going application of the principle is to be found in the Midnapur system, so successfully worked out by Mr. Harrison. This plan, according to which a district is parcelled out into centres and sub-centres, at all of which examinations are held, is too complicated to be effectively worked in this division with our present inspecting staff. Besides this, the network of khals and rivers, which renders communication so difficult in many parts of Eastern Bengal, opposes peculiar obstacles to the assemblage of any considerable number of boys at centres of examination. It is thought, too, by some that the system has serious inherent disadvantages, being unfavorable to regularity of teaching and to discipline."

"What is wanted is a modified system of payment by results which will secure the permanence and regular working of the schools, and which will at the same time provide the stimulus of rewards to be gained by diligent and successful teachers."

111. These objects, Dr. Robson thinks, may be attained in three ways:—

(1.) By a system of quarterly rewards, that is, supplementing fixed grants by quarterly rewards of Rs. 1, 2, 3, and 4, according to the state of a pathsala when visited by an inspecting officer.

(2.) By an appeal to the fears as well as the hopes of a guru, by decreasing or increasing the amount of a grant according to the condition in which an inspecting officer finds a school.

(3.) By rewards given upon the result of the primary scholarship examination, a guru being allowed Rs. 5, 4, and 3 for each boy passing in the first, second, and third divisions respectively.

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The first method has been adopted by the District Committee of Noakholly, and the second by the Dacca and Backergunge committees; and either, if carefully worked, would attain the end aimed at. The third method, while it is open to the objection that a guru cares less for a lump sum once in twelve months than for a monthly grant, yet leaves little room for eccentricity or caprice, and it has the great merit of opening the rewards to aided and unaided schools alike, thereby stimulating all classes of primary schools in the district. On this question the Officiating Commissioner observes that "the elaborate system which has worked so well in Midnapur would certainly not succeed in a part of the country where, for many months in every year, a journey of a few miles is a tedious and not always a safe undertaking." He then says in continuation: "Of the three methods of payment by results noticed by the Inspector, the one that most commends itself to my judgment is the second. It is extremely simple, and easily worked, and, as Dr. Robson remarks, 'it appeals to the guru's fears as well as to his hopes.'

"Indeed it frequently appeals to both together, as in cases where a grant has been reduced, with the proviso that it will either be restored to its former amount, or taken away altogether, according as the pathsala may be found to have improved or the reverse at the next inspection. The third method is also good, and I see no reason why both it and the second should not be worked simultaneously, of course within the limits of the funds available. I am afraid funds would not be available to reward both gurus and their successful pupils in the primary scholarship examination, but this might be done wherever possible, the amount of the rewards being, where necessary, reduced. I may add, before passing on, that the second method has been already adopted by the Dacca Committee, though so recently as not to admit of any opinion being formed on its results."

112. The standard to be aimed at in the pathsalas has been a fertile subject of discussion and difference of opinion. Many of the subordinate inspecting officers, adopting the view that the reading of any even the simplest book was not desired, have done their best to keep down the standard, and one zealous officer proposed that a circular should be issued forbidding gurus to use books of any kind on pain of dismissal. Generally a wider and higher interpretation has been given to the standard, and all doubt on the subject has been set at rest by the recent minute of the Lieutenant-Governor defining the standard unmistakeably. On this point the Officiating Commissioner remarks: "That Sir George Campbell did not mean to keep the standard to so low a point as is maintained by some persons, is, I think, evident from a passage in paragraph 10 of his resolution of 30th September 1872, which I quote: 'What is wanted is to teach ordinary village boys enough to enable them to take care of their own interests in their own station of life as petty shop-keepers, small landholders, ryots, handicraftsmen, weavers, village headmen, boatmen, fishermen, and what not.' Such an education must go somewhat further than a knowledge of reading acquired without the aid of books, and of writing, consisting, in the main, of smearing ink on plaintain leaves."

113. The following statement, giving the result of a special inquiry instituted to ascertain the proportion of pathsalas now in receipt of aid, which were in existence before the new scheme was launched, shows that in this division the primary schools now in existence are largely due to the introduction of this scheme of popular education:—

Districts.	Number of aided or E pathsalas on 31st March 1875.	Pre-existing pathsalas subsidized.	Pathsalas started under the primary scheme.
Dacca ...	200	111	89
Fureedpore ...	191	20	171
Backergunge ...	244	124	120
Mymensingh ...	256	30	226
Total ...	891	285	606

114. These figures show that out of 891 pathsalas in all the districts, only 285, or 32 per cent., were in existence before September 1872, and that 606 pathsalas, attended by 18,000 pupils, or 68 per cent. of the present number, have arisen since the introduction of the new scheme; while 196 unaided pathsalas, attended by 6,000 pupils, have also sprung up in the expectation of getting aid. "We thus arrive at the striking fact," says the Inspector, "that in the Dacca division alone 24,000 pupils are now being taught the elements of useful knowledge, who, but for this great scheme of national education, would have grown up in ignorance."

"The condition of the 285 old pathsalas that have been subsidized has been greatly improved since the receipt of Government aid. The school-houses are in general more comfortable, the attendance is larger, and the teaching more regular than before. Some of the gurus have been improved by a course of normal school training, and well-qualified young men have, in many instances, been substituted for gurus of the old-fashioned, unimproveable type. In the majority of these pathsalas the standard of education has advanced far beyond what it was before they enjoyed the advantages of Government aid and inspection."

115. In commenting on this portion of the report, the Officiating Commissioner says:—

"There is one more point, and one only, to be noticed in connection with the system of primary education. I allude to the doubt that has been expressed, and is still, I believe,

felt by many as to whether this scheme is anything more than a popular delusion, inasmuch as it has not created new pathsalas, but simply aided those already in existence, which had hitherto got on perfectly well without such aid, and would no doubt have continued to do so at a saving to the State of £40,000 per annum. Whatever may be the case in other divisions, it is clear enough that in this the scheme has not been a sham. The figures given in paragraph 32 of Dr. Robson's report show that out of 891 aided pathsalas in the four districts of which the division is composed, 606, with an attendance of over 18,000 pupils, have been called into existence by it, while 196 unaided pathsalas, with more than 6,000 pupils, have been started in hopes of getting aid under it. Facts are stern things, and these speak for themselves, and with wonderful distinctness."

116. As previously remarked, however, facts of this kind should be accepted with the necessary limitations. What can be rightly said is, and that with no disparagement to the pathsala scheme, that 18,000 boys are now reading an improved course for a longer time in permanent pathsalas, a large proportion of whom would, without these pathsalas, have received no instruction at all, while the remainder would have learnt, perhaps for a few months only, from an itinerant guru, the barest rudiments of country writing and arithmetic.

117. *Primary Scholarship Examination.*—The statistics of the examination are given in the following table:—

Districts.	Number of schools which sent up candidates.	Number of candidates who appeared.	Number of candidates who passed.	Number of scholarships obtained.
Dacca	136	391	197	13
Fureedpore	89	230	46	10
Backergunge	87	286	11	11
Mymensingh	114	340	12	12
Total ...	426	1,247	266	46

118. In Dacca and Fureedpore the successful candidates were arranged in three divisions, and candidates of any age were admitted, those above 14 years of age being debarred from obtaining scholarships. Pass-certificates, signed by the Vice-President of the District Committee, were awarded to all who passed, which being highly prized did much to soften the disappointment felt at not getting a scholarship. In Mymensingh and Backergunge, boys above 14 years of age were excluded, not merely from scholarships, but from the examination, and the passed candidates were not classified; so that out of 626 candidates, only the 23 who obtained scholarships had the satisfaction of knowing that they had passed the examination. Dr. Robson condemns this policy of exclusion on the ground of age, and considers it unjust to refuse certificates to those who have passed, as it deprives both gurus and pupils of the credit to which their exertions have entitled them. Referring to this difference of practice among the district committees, the Officiating Commissioner says:—

"I think it would be well that some general procedure for the conduct of this examination were laid down. It appears that the mere fact of obtaining a certificate under the signature of the vice-president of the school committee of having passed this examination is much prized, by not only the boys themselves, but also by their gurus and parents, and I can see no objection to boys of any age reading at pathsalas being allowed to go up. I think, however, seeing that this would probably considerably increase the number of examinees, that all boys above 14 should pay a fee of eight annas. The proceeds might go either towards paying examiners, and thus relieving a portion of the inspectional staff of this duty—a matter which, in its numerically weak state, is of much importance, or might be amalgamated with the pathsala grant of the district, and contribute towards the sum required to reward candidates who passed the examination without obtaining scholarships, and the gurus of the schools where they had been educated."

119. The examination has already assumed very formidable dimensions, and it is doubtful whether the door should be thrown open to all comers, even on the payment of a fee of eight annas An increase in the number of scholarships, as contemplated in the resolution of 5th October 1872, would, the Commissioner thinks, add much to the encouragement of popular education.

120. Chittagong Division.—The primary schools in this division are returned as 556 in number, with an attendance of 18,522 pupils, being an increase of 19 schools and 861 pupils

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for the year. Of these schools, 522 are pathsalas aided under the new scheme, and the following table contains the statistics of these pathsalas for each district :—

Districts.	Aided or E pathsalas.	Number of pupils.	District assignment.	Amount of grant expended.	Savings.
			Rs.	Rs.	Rs.
Chittagong	154	5,220	8,000	7,304	696
Noakholly	140	4,996	5,600	4,878	722
Tipperah	228	7,132	10,400	7,818	2,582
Total ...	522	17,348	24,000	20,000	4,000

121. This statement shows that no large extension of schools is possible in Chittagong and Noakholly, except by a change in the system of administering the primary funds. In Tipperah there is a large unspent balance, and the Inspector reports that "the insufficiency of the inspecting staff in that district was, till lately, an insuperable obstacle to the establishment of new pathsalas; and when, about the middle of the year, the staff was strengthened by the addition of two officers, it was deemed advisable that their efforts should for a time be directed towards the improvement of the existing schools, which had suffered from insufficient inspection."

122. Inquiries have been made during the year for the purpose of ascertaining to what extent the pathsalas now subsidised consist of schools that existed before the new scheme was brought into operation, and on the result Dr. Robson remarks :—

"In the Chittagong district it does not appear that a single new pathsala has been created by the primary scheme. Of the 154 pathsalas now receiving aid, 120 were in existence, and taught by their present gurus before the inauguration of the scheme in 1872. With regard to the remaining 34, the Deputy Inspector says that they are not exactly the old pathsalas, but the old pathsalas remodelled by new gurus and new houses. In some cases two or more pathsalas in a village were united under a new guru, giving rise to what he calls a new pathsala."

"The state of matters is very different in Noakholly and Tipperah. In the former only 27 out of 140 pathsalas now receiving aid were in existence before 1872, and in the latter only 67 out of 228."

123. The average rate of the pathsala grants is Rs. 4-8 in Chittagong, Rs. 3 in Noakholly, and Rs. 3-8 in Tipperah. Commenting on the rates, the Inspector says :—

"It is not easy to understand the necessity or expediency of the exceptionally high grants in the Chittagong district, where primary education is popular, as is proved by the existence of 252 unaided pathsalas, and where the lower classes are generally well off, and able to pay for the education of their children. Nearly all the pathsalas now aided were in existence before they were subsidised; and if the villagers had continued to pay the usual fees and perquisites, two-rupee grants would have been a very substantial addition to the income of the gurus."

"The Deputy Inspector appears to think that the high grants have had much to do with the high standard of excellence which the Chittagong pathsalas have attained. But as these high grants have been given from the first, there has been no opportunity of seeing whether they would not have flourished as well with small grants. The high grants have not secured a better qualified class of teachers, for most of the pathsalas are taught by the same gurus as before. That high grants are not necessary to secure advanced pathsalas is proved by the case of Mymensingh where the average rate is Rs. 3-8; and in the opinion of Mr. Croft, who visited both districts, the pathsalas of Mymensingh are superior to those of Chittagong."

"Further, the results of the primary scholarship examination appear to show that the general level of the Chittagong pathsalas is not so high as has been supposed. At the last examination 141 candidates appeared from 52 schools in the Chittagong district, of whom 118 passed. In the previous year 27 schools sent up 65 candidates, of whom 57 passed. The Deputy Inspector justly points to this result as a convincing proof of the progress of primary education in the district. But it by no means proves that the Chittagong pathsalas are superior to those of all the other districts of the Eastern circle. The fact that less than a third of the aided pathsalas sent up candidates appears to indicate that the majority of them teach a low standard. The Dacca district has 200 aided pathsalas, and at the last primary scholarship examination 391 candidates appeared from 136 schools, of whom 197 passed. As tested by the results of this examination, the general level of the pathsalas is much higher in Dacca than in Chittagong."

"It is no doubt true that a certain percentage of the Chittagong pathsalas have approached nearer to the standard of middle schools than any in the Dacca district; but it must be borne in mind that the inspecting officers of Dacca felt constrained to repress

ambitious attempts to raise the standard beyond a certain point from a regard to what they believed to be the orders of Government. It is not to be regretted that in the backward district of Chittagong a more liberal interpretation of these orders has allowed one-fourth of the pathsalas to attain a high standard."

124. There is a general concurrence of opinion among the local authorities, that the Chittagong primary grants are too high, and the Commissioner has requested the Inspector to put himself in communication with the Magistrate, with a view to the introduction of a system of smaller subsidies, supplemented by quarterly rewards. The Magistrate says:—"Everything makes me think that any but the *most moderate* aid (except perhaps in some very backward parts) is in this district a grand mistake. The same sum given in rewards would probably keep 500 schools up to a high point of efficiency, instead of 160. Let us inspect, let us advise, let us aid a certain number of good pathsalas, with a fixed amount (say, Rs. 3); but don't let us displace local subscriptions by aiding to a higher extent, so as to make the guru independent of local subscriptions. Let him establish the pre-eminence of his pupils and teaching in open examination, and be rewarded if his pupils are successful—a reward which will at the same time be an honor and a substantial something. Chittagong has the gurus, and does not want to attract them; it has the pathsalas, and does not want more. It merely wants guidance, inspection, and reward to raise the efficiency of both." Looking to the circumstances of these schools, I think a re-distribution of the grants, on the principle laid down by the Magistrate, is desirable.

125. In 1873-74 the Deputy Inspector of Chittagong took an educational census of his district, which showed that there were 1,480 unaided schools of all kinds in existence, with an attendance of 23,953 pupils. The Deputy Inspector of Tipperah, with the assistance of the other local educational officers, took a similar census of the unaided schools in his district during the past year, and the results are tabulated below:—

Description of Schools.	Number of schools.	Number of pupils.	Class of instruction.		Date of establishment.	
			Pupils who can read and write.	Pupils who cannot.	Before 1872.	After 1872.
Tols	41	652	652	.....	23	18
English schools	8	72	31	41	.....	8
Vernacular schools	1	10	2	8	.....	1
Pathsalas	175	3,040	675	2,365	11	164
Maktabs	388	5,441	638	4,803	62	326
Total ...	608	9,215	1,998	7,217	96	512

This shows that, in addition to the 283 schools under inspection, with 9,673 pupils, there are in Tipperah 608 uninspected schools, which give some sort of instruction to 9,215 pupils. It appears also that 512 of these schools have sprung up since September 1872, and the fact mentioned by the Inspector, that 365 of them have made application for aid, shows that in this district it is desirable to introduce a system of administration under which rewards may be gained by other than subsidised schools.

126. The Commissioner has requested the Deputy Inspector of Noakholly to undertake a similar census without any extra cost to Government, as has been done by the other two Deputy Inspectors.

127. In the Hill Tracts there were three schools attended by 87 pupils on the 31st March, the number of pupils being less by six than the previous year.

There are no aided primary schools, but the majority of the pupils under instruction in the existing schools are in the primary stage of education. Nothing has yet been definitely decided as to the scheme of primary education which it was proposed to introduce into the Hill Tracts; but in the budget for the current year a sum of Rs. 1,600 was provided to meet the necessary expenditure.

128. Speaking of primary education among the Hill Tipperahs, the Inspector says:—

"It appears from the Deputy Inspector's report that primary education already exists to some extent among the Hill Tipperahs, who are looked upon as the most backward of the hill tribes. Gurus find it profitable to go several days' journey northwards from Manikseri into the Tipperah country to teach the children of that tribe during the winter months. They are treated with great respect by the people, who defray all their boarding expenses during the period of their stay, and they are said to get from Rs. 40 to Rs. 100 each in cash for their winter's work. The Tipperahs appear to be unwilling to accept of Government aid and inspection from a fear that they would be compelled to send their children to school all the year round, which would interfere with the work of cultivation in the busy season."

"In establishing schools among these interesting people, sound judgment will be required to allay suspicions and remove prejudices; but it is evident that there is a reasonable hope of a well-considered scheme being successfully carried out, for there is a considerable appreciation of, and demand for, education of a simple kind among these barbarians, and, what is more remarkable, they are willing to pay for it."

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129. *Primary Scholarship Examination.*—The following are the statistics of this examination:—

Districts.	Number of schools which sent up candidates.	Number of candidates who appeared.	Number of candidates who passed.	Number of scholarships obtained.
Chittagong	52	141	118	7
Noakholly	51	145	12	5
Tipperah	70	180	104	8
Total ...	173	466	234	20

Two examinations were held in Noakholly during the year,—one in October 1874, and the other in February 1875. The first of these was really the examination of the previous year, and 67 candidates from 53 schools were examined, of whom 11 passed, and 5 obtained scholarships. This result is excluded from the above table, which would otherwise be useless for the purpose of comparison.

130. On the result of the examination, the Inspector remarks:—

"Taking into account the very moderate requirements of the primary scholarship standard, the small number passed in Noakholly appears to indicate a very low standard of education in the pathsalas of that district."

"In Chittagong and Tipperah the model of the vernacular scholarship examination was followed, and those candidates who obtained a certain percentage of the total marks were classified in three divisions. There was no restriction in the age of candidates, those above 14 years of age not being of course eligible for scholarships. Pass certificates, signed by the Vice-President of the Committee, were given to all successful candidates. These certificates are highly prized by pupils, teachers, and parents, and they encourage many boys to continue their studies in middle schools. They also do much to mitigate the inevitable disappointment of many boys who differ very little in point of merit from those who gain scholarships."

131. The Commissioner remarks:—"I agree with the Inspector in thinking that there is no reason why the indigenous schools in Chittagong should be more liberally supported than is absolutely necessary; and in view of ascertaining the opinion of the District Educational Committee, I have consulted the Magistrate on the subject."

"It appears that the district of Chittagong is already fairly well supplied with indigenous schools, and that the only result of Government help being afforded them is to enable the villagers to discontinue their subscriptions; for the gurus have, I believe, often complained that since receipt of the grant, many of the villagers have demurred about paying their former rate of subscription. As noted in the Inspector's report, the Government grant has not really resulted in the establishment of any new schools; most of the Government aided schools are old ones, both as regards site and teacher, while the so-called new ones, of which there are very few, are mere revivals of former places of education."

"The people of this district are quite awake to the advantages of education up to a certain point; they do not, however, desire to attain any high standard, and as a consequence, as will be gathered from the report, the teaching, while successful up to a certain point, does not enable the scholars to compete at the examination. The desire of the villagers for education of some sort is proved by the existence of a very large number of schools, the majority of which are not under inspection. The difficulty, then, to be solved is how to introduce a higher standard, and induce a wish for a better education. Unless we can do this, our efforts are wasted, for it is evident that the acquirement of the three rupees is within the reach of the inhabitants by their own unaided exertions, and without the intervention of Government, and that guidance and direction is more needed than pecuniary aid. To attain this object as little money as possible should be expended in grants-in-aid, the rest being spent in rewards to gurus who maintain a good standard of efficiency. The introduction of a modified system of payment by results would, I am sure, be attended by the best results."

"The system of quarterly rewards to gurus has already been introduced in the Noakholly district. *Primâ facie* there seems no objection to the same system being adopted in Chittagong."

132. Patna Division.—The following is the return of aided primary schools:—

Districts.	1874.		1875.	
	Schools.	Pupils.	Schools	Pupils.
Patna	255	4,089	254	6,414
Shahabad	245	4,119	291	5,869
Gya	430	7,092	370	7,696
Sarun	290	5,888	324	6,778
Chumparun	173	3,271	177	3,589
Tirhoot	474	8,080	470	9,244
Total ...	1,867	33,439	1,886	39,590

Of these schools 91 are D pathsalas founded before 30th September 1872. The Inspector calculates that 30 or 35 of these D pathsalas teach the vernacular scholarship course, and states that eight sent candidates last year, one of whom gained a scholarship. "By the orders of Government in 1873," he continues, "Magistrates were instructed to abandon the distinction, and to 'work in' the old five-rupee pathsalas with the general system of primary education started a year before. In many cases this has been done most effectually. From the returns of Tirhoot and Chumparun, D pathsalas have altogether disappeared. In the other districts many of the 50 or 60 D pathsalas that have not raised themselves to the middle class have doubtless sunk to the level of good E pathsalas. There has been, in fact, little inducement held out to them to abide by the standard originally fixed. Those that had any chance of doing so read the vernacular scholarship course; those that had no chance had the strongest reasons for discarding all superfluous learning, and going for primary scholarships, which, in every district of this circle, they are allowed to do. On the whole, I do not think it likely that more than 30 of the 91 D pathsalas are in that 'intermediate' stage which the Lieutenant-Governor has lately defined, and instituted a new grade of scholarships for. But the fact of scholarships existing will now not only fix these at that standard, but will also unquestionably attract to it many more pathsalas, both D and E, which have hitherto not attempted to read the vernacular scholarship course."

133. The tendency to rise is not confined to D pathsalas. In many districts, chiefly in Patna, Shahabad, and Gya, pathsalas of the new class are found that have struggled upwards to the level of middle schools. "We find," says Mr. Croft, "over 30 E pathsalas attaining or approaching the vernacular scholarship standard in the face of every discouragement. Many of these will now doubtless content themselves with the lower and more attainable standard lately fixed; and it may be predicted with confidence that others will rise thereto out of the upper section of the E pathsalas. On the whole, I think it not unlikely that sixty or eighty D and E pathsalas in Patna division will compete at the lower vernacular scholarship examination of 1876. But the distinction of D and E will by that time have become even more unmeaning than it is now, and it should be abolished from the returns."

134. A marked distinction exists between the advancement of the districts south of the Ganges and the intellectual poverty of those that lie to the north—a difference attributable, in the opinion of the Commissioner, partly to "the greater isolation of the northern districts, their purely agricultural character, and the absence of any very large city or town," but mostly to the bigotry of the Brahmans, and the fear of losing their hold on the laboring classes. Mr. Metcalfe appends the result of an educational census taken in Durbhunga district in 1874, from which it appears that only 2½ per cent. of the people have had any education. In a similar census, taken for rural tracts in Shahabad and Patna, the results show that 9 per cent. and 13 per cent. respectively of males were "literate." In town tracts over 20 per cent.

135. Again, comparing Behar with the most advanced portions of Bengal, in which one boy in every six of school-going age is at school, in southern Behar we find one boy in 17, in the northern districts one boy in 29.

136. Similarly, as regards progress: in Patna, Shahabad, and Gya, from 17 to 34 per cent. of the pathsala pupils read and understand simple printed sentences. In Sarun and Tirhoot there is little book-reading, and in Chumparun none.

137. In southern Behar the pathsalas are described as steadily advancing, and their popularity to have been increased by the introduction of Nagri and printed books. "The villagers, though at first averse to it, now see that the character has its uses. The boy who has learnt Nagri can interpret the official documents that come to the village, and can delight them with the Ramayan when the day's work is over."

138. The highest pathsala standard now attainable in Behar is described as follows:—

"A boy should be able to read an easy story in Hindi, the 'Fox and the Grapes,' for example, and to explain it in his own language; to write down a sentence from dictation, both in Kaithi and in Nagri; and to write out, when called upon, a receipt for money, or a potta or bond. Also to work sums in the four simple rules (the compound rules are not as yet attempted in Behar as they are in Bengal), and in *kharid bikri* (practice) and *sud* (interest) after the native fashion—all upon paper or slate; and easy questions of the same kind in his head; lastly, the mensuration of simple surfaces, squares, circles, and triangles, after native methods. It is found premature to introduce accurate methods of mensuration, as neither zemindar nor ryot will consent in general to have his land measured after that fashion. This is the standard actually reached in the best pathsalas of south Behar; but in Sarun and Chumparun there is very little book-reading, and no European arithmetic. In Shahabad the Deputy Inspector estimates that 250 boys passed out of the pathsalas during the year, fully instructed in that course. Of these, about one-fourth gained half marks in the primary scholarship examination for the district, the standard of which was nearly what I have described above."

139. In Patna division, as elsewhere, the best results are shown by those gurus who have passed through the normal schools. But the selection of gurus is found to be a matter of much difficulty. "The old guru," writes the Inspector, "is popular, but unteachable; he brings more boys into his pathsala, but finds it difficult to get out of the old groove.

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The new man, if he be a stranger and young, has other difficulties to contend with. He may have the best mode of teaching, but the women of the village will not show their faces before him, and he has perhaps to encounter the opposition of the old guru whom he has displaced. He can get no fees paid him, and finally has to give up. In many parts, especially of North Behar, I have no doubt that prejudice is much too inveterate to be suddenly and generally removed, and concession is advisable. But in more advanced regions, where the people in general have shown themselves in favor of improved teaching, it should be the business of the local officers to meet isolated cases of opposition by giving firm support to the guru in charge. Time will efface the objections to his youth and to his strangeness."

The difficulty will disappear in course of time; the pupils of the new pathsalas will, as they grow up, furnish abundant material for the supply of a fresh generation of gurus satisfying every condition.

140. Both the Inspector and the Commissioner agree that the system of primary education has met as distinct a want in Behar as in other parts of the Bengal Presidency, and that its inherent vitality is shown by the fact, amongst others, that the attendance has risen in a year of scarcity from 18 to 21 boys for every pathsala. In the northern districts, however, in which the pressure of the famine was most severely felt, the increase has been the smallest.

141. The Inspector calls attention to the success which has attended the formation of village committees in some sub-divisions of the Patna district. The guru, knowing that the committee can get him punished, works diligently, in order to avoid an unfavorable report. The attendance has risen to 30 boys to a pathsala; fee-payments are high, and the committee often manage to get over the difficulty about providing the pathsala with a house. "If the punchayet is the cause of these results," remarks the Inspector, "I need only add that a punchayet exists ready made in every village in which the Chowkidari Act has been introduced."

142. I concur in the opinion of the Inspector that "it is above all things desirable to impress upon the people that the pathsala belongs to the village; that the village has to support it as before; and that Government comes in with a grant for the benefit of the guru and for the improvement of the teaching," and that the influence of the Magistrate can be usefully exercised in impressing this belief upon the people. The Commissioner remarks upon both points that "the exercise of official influence and the appointment of punchayets to look after the regular payment of gurus and to see that the school is decently housed, is a good suggestion, and might form the germ of other improvements. I shall call the attention of the district officers to this suggestion of Mr. Croft's."

143. The Inspector believes, and the Commissioner agrees with him, that the average rate of aid cannot go much below Rs. 40 a year, without risk of serious damage to primary education—an opinion which is borne out by the general results shown by the pathsalas. In Shahabad, where the average is Rs. 45 a year, the Deputy Inspector has been able to attract thirty young men from the North-Western Provinces, who had either passed through the Benares Training School, or had read the comparatively advanced course of a hulkabandi school. And the results in Shahabad are vastly better than in the adjoining district of Gya, in which the average rate of aid to an E patshala is only Rs. 27 a year.

144. For the primary scholarship examination different standards have been assigned in different districts, some including and some excluding the reading of printed books and the writing of Nagri. The deplorable state of the Chumparun pathsalas (which have only six trained gurus among them) is shown by the circumstance that for eight primary scholarships allotted to the district, only six boys competed, and the remaining two scholarships were not awarded.

145. BHAGULPORE DIVISION.—The following table gives the statistics of D and E pathsalas for 1874 and 1875:—

DISTRICTS.	1874.		1875.	
	Pathsalas.	Pupils.	Pathsalas.	Pupils.
Bhagulpore	222	5,001	239	4,729
Monghyr	206	5,137	203	5,427
Purneah	251	5,751	329	8,079
Sonthal Pergunnahs	193	4,630	182	3,924
Divisional Total ...	872	20,519	953	22,159

This shows a gain of 81 schools and 1,640 pupils—a gain chiefly noticeable from the fact that education had to contend with scarcity, the effects of which were mostly felt in the northern sub-divisions of Bhagulpore and Purneah.

The increase belongs entirely to the Purneah district, which has largely extended its schools, aided chiefly at a very low rate, in excess even of its primary allotment. It is probable that the district will be forced to curtail its operations during the current year. In the whole

division 155 lower schools were closed during the year, from want of funds in the Sonthal Pergunnahs, and mainly on account of the famine in the other three districts. All the latter have since been reopened or replaced by new ones.

146. Of the above pathsalas, 72 are of the D class, 30 of these being under missionary charge in the Sonthal Pergunnahs, and therefore freed from some of the conditions which govern the rest. There are, besides these, 62 lower vernacular schools aided from the grant-in-aid fund, also under missionary management. Out of the 134 primary schools in these two classes, some 50 are reported as being in or near the intermediate stage lately defined. Hardly any D or E pathsalas have raised themselves to the middle class.

147. On the other hand, the general level of the E pathsalas in the southern districts of Bhagulpore and Monghyr, is satisfactory. In these two districts over 30 per cent. of the pupils have a printed book in their hands—a result which has been helped in each district by the distribution of Hindi Readers to the pathsalas free of cost. These readers, however, are of a very elementary character, and after they have been gone through, nothing further remains for the boys. Upon the want of a series of progressive reading books the Commissioner remarks :—

"I am clearly of opinion that until a series of selected books are procured and introduced, the progress of our pathsalas will be stinted. Education being backward in Behar, private enterprise in the direction of book-making is very small. In Bengal there is a lot of books to select from, and when a better book is published, the old one of its kind is abolished from the schools, and a new and improved one is introduced in its place. To remedy this state of things, the strongest encouragement on the part of Government for the publication of useful school-books is absolutely necessary. A plan, something like the following, may succeed. Let a committee be formed, consisting of the Inspector of Schools, another European officer, and a couple of native gentlemen, who are thoroughly conversant with the language and education requirements of Behar, and when they have decided upon the nature of the books required for the several classes of schools, let the Government see to the preparation of such books."

148. The influence which the local officers can bring to bear upon primary education is illustrated in the following passages, which I quote from Mr. Croft's report :—

"Monghyr has the great advantage of being under a Magistrate who takes a keen interest in primary schools. Mr. Lockwood has described his mode of action in regard to the pathsala at Basdeopore, near the sudder station. Riding by one morning, he discovered a guru teaching a few boys. Finding him to be a good man, he took the pathsala under municipal charge. As soon as the people around saw the new interest taken in it, the children flocked to the school until many of them had to sit out in the street. When I visited the pathsala last April, I was much pleased with it. Ten boys read Æsop's Fables in Hindi, many of them remarkably well; and two girls (there were six present) read as well as the boys. And some of the best boys answered mentally really hard questions in mental arithmetic, *e.g.*, 119 ink-pots at 2½ pice. The school is 80 to 100 strong."

"Mr. Lockwood declares that *every pathsala in the district would soon become like this one, if he could supervise it.* He bases his belief on a personal examination of 50 pathsalas last cold weather. He describes the people as being quite willing to follow a lead in the matter of education; the village schools are now fairly started, and the villagers are beginning to find out their own ignorance, and to see advantages in education. It is true that the gurus seldom possess influence, or excite much respect by their learning; but indifference would be replaced by enthusiasm if the people saw that officials or zemindars interested themselves in village education. He has often told boys to go to school, and they have gone because the hakim told them; and they have stayed because it has become natural to do so. It is clear that they care more for a word from the Magistrate than for all the exhortations of the Deputy Inspector."

"I have dwelt upon this phase of educational management, because herein we see described and put in force just that kind of influence that may legitimately be exercised by a district officer in overcoming the reluctance of a conservative people to follow new ways. The beneficial effect of this sort of stimulus is clearly visible in the attendance of the pathsalas. During the year 36 pathsalas died out, not on account of the famine, which was not severely felt in Monghyr, but by reason of unpopular gurus or lack of interest on the part of the people, or for want of houses. But 33 new ones were set up, so that there is a net loss of three schools in the year. On the other hand, the pupils have advanced from 5,137 to 5,427, that is, the average number to each pathsala has risen from 25 to 27."

149. The system of payment by results has engaged the attention of the Commissioner, and several schemes have been put forward. Mr. Barlow approves Mr. Croft's plan of making for each district a distribution of the pathsalas into three or four classes, the standard of merit being numbers and efficiency combined, and affixing a certain rate of aid to each class. The Inspector is further of opinion that a considerable proportion of the

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primary grant is now given for no results, and proposes the following method for utilising it, and thereby raising the primary standard of the district:—

"In each district list 10 to 15 per cent. of the pathsalas would be described as 'bad' by the special standard of the district. In other words, the experience of the remainder shows that the money might be placed out to better advantage. Let it then be so placed out. In many districts efforts, more or less desultory, are made "to weed out inefficient gurus;" and it seems to be generally admitted that no misplaced tenderness need now be shown (whatever might have been necessary at first) in aiding schools that do not profit by aid. I propose to apply the money so set free in a special way; to remove it from the bottom to the top of the pathsala system; to replace two bad pathsalas by one of the first excellence. Every penny of the money saved I would give to teachers capable of teaching up to the new "intermediate" or "lower vernacular" standard—a standard nearly allied to that designed for the old 5-rupee pathsalas, though many have now fallen below it: a standard which many E pathsalas are capable of reaching, though this fact is proved to me for the present more clearly by the pathsalas of Patna division than by those of Bhagulpore. But I hold it to be unquestionably true for the latter division also. Such teachers, if they could be found, could be placed, sometimes in a village where an incompetent guru had failed to get or to teach pupils, sometimes in succession to a competent man who had brought his pathsala to a high state of efficiency of a lower type, sometimes in an entirely new region. The local officers would be the best judges of these points."

"To attract such teachers is a matter of great importance, but of no difficulty. Competent men were found easily enough for the old 5-rupee pathsalas; and even if it should be found necessary to give Rs. 6 (the commencing pay in the North-West for primary schoolmasters), the Lieutenant-Governor has lately had in view the probable rise of the upper section of pathsalas to a point beyond that now reached, and might be willing to sanction such a modification of existing orders. One thing it is necessary to add. The changes which I contemplate would in no way destroy the elementary character of primary education. There is not the slightest reason to apprehend that any large proportion of the pathsalas of Behar will, during the present generation, advance beyond the moderate standard laid down by Sir George Campbell."

Mr. Barlow concurs in these suggestions, and hopes that a higher rate of pay than Rs. 5 may be allowed to teachers of primary schools of the first grade.

150. The payment by result system as proposed by Mr. Croft has two parts. Besides the classification of the pathsalas of a district according to their actual condition, and the assignment of a fixed rate to each pathsala so long as it remains in a certain group, he proposes to set aside a portion of the primary grant for annual rewards, the system of rewards being so devised as to give teacher and pupil a mutual interest in each other's success. Thus, Re. 1 to every boy who gained the primary scholarship certificate, and Rs. 70 to the 70 best boys of a sub-division; and for every rupee won by a boy, a rupee should be given to his teacher. So again, Rs. 3 to a guru whose pupil won a primary scholarship. Also special rewards to gurus for good registers and returns.

151. In two districts of the division, namely Monghyr and Purneah, systematic search was made for unaided schools, with the result that in Purneah there were found 307 schools with 2,708 pupils, and in Monghyr 458 schools with 4,190 pupils. Smaller numbers have been found in the other two districts. "It will be seen," says Mr. Croft, "that in these unaided pathsalas, therefore, the average attendance is 9 or 10; while in aided pathsalas it is 23. In fact, the old country pathsalas are described as absolutely without discipline and system. They appeared and disappeared, often lasting for a few months only during the rains, when the boys had leisure from field-work. A leading man hired a guru to teach his own sons, and fed and paid him in return, admitting the children of his well-to-do neighbours only, who paid the guru smaller fees. The point was to keep a guru for the glory of the thing, and ignorance was no disqualification; no regular hours were kept, and each boy was taught his lesson separately. But in aided pathsalas regular hours are insisted on, and classes, and a fixed course of reading; Nagri and arithmetic are introduced, and printed books; the keeping of registers and returns is enforced, and the teachers are trained, so far as is possible, in the best methods of teaching."

All these improvements are of the nature of discipline, and would have their undoubted moral value even if no new subject had been introduced into the course.

152. Both the Inspector and the Commissioner are satisfied with the year's results. The former remarks:—

"Taking in at one glance the progress of primary education in aided pathsalas during a year of scarcity, it is seen that the number of schools has increased 9 per cent., and the number of pupils 8 per cent.; that the average number of boys to a school is 23; that this average has increased in two districts, and fallen off in two, these latter being those chiefly affected by the famine; that, whether owing to the famine or owing to general causes, the northern districts are intellectually less advanced than those south of the Ganges; that the number of boys reading print is from 25 to 30 per cent. in all districts, except Purneah, where it is only 10 per cent.; that 88 per cent. of the pupils belong to the lower classes, 55 per cent.

being cultivators; that the expenditure on pathsalas has increased by Rs. 8,000 from Government, and by Rs. 2,000 from private sources; that the cost of each pupil has been Re. 1-11 to Government, and Rs. 2-5 altogether; that the efficiency of pathsalas varies with the amount of the Government subsidy; that there is no reason to fear any falling off in private subscriptions, but that we may rather expect the contrary; that magisterial influence can be beneficially exercised, so as to make the schools popular, and to induce the people to pay the guru; that classification of pathsalas, according to their merits and success, is the chief thing now wanted in order to a system of payment by results; that many pathsalas are steadily rising to and beyond the primary standard lately fixed; and that it is essential to provide teachers for such rising pathsalas able to carry on education from that point."

153. ORISSA DIVISION.—On the 31st March there were 938 schools of all kinds under inspection, with an attendance of 19,356 boys and 967 girls. These figures give a school for every 25 square miles, and show that out of 100 children (male or female) in the division of a school-going age, three boys and 15 girls were at school.

154. The following are the statistics of the schools and pupils for the three districts composing the division:—

	31ST MARCH 1874.		31ST MARCH 1875.	
	Schools.	Pupils.	Schools.	Pupils.
Cuttack	527	9,592	539	10,196
Pooree	171	4,095	182	4,155
Balasore	206	5,692	217	5,972
Total	904	19,379	938	20,323

Commenting on these figures, the Inspector says:—

"The above figures do not, however, represent the actual state of education in the division. It is not to be supposed that in all three districts comprised in this division there are only 938 schools of all kinds, frequented by 20,323 pupils. As regards the higher and middle class schools, our returns are approximately correct; but as regards primary schools, it must be borne in mind that there is a very large number of indigenous maktabs and pathsalas, giving instruction to thousands of children, which are not included in our educational statistics. From the census papers it will be seen that in 1872 no less than 4,364 schools, attended by 36,155 pupils, were ascertained to exist. Several others escaped notice owing to an unfortunate mistake, noted in paragraph 515 of Mr. Beverley's census report. Some of these have subsequently been subsidised under the new pathsala scheme, and are included in our returns; but there can be no doubt as to the total number of schools and pupils at present being not less than it was in 1872."

155. *Primary Schools.*—The number of primary schools returned for the division was 866, with 16,388 pupils, being an increase of 20 in the number of schools, and of 989 in the number of scholars. "The year's results," says the Commissioner, "do not indicate any rapid or remarkable advance. The fact is, we are now beginning to appreciate difficulties, and to see more clearly how to meet them." Of the primary schools, 87 were D pathsalas, 26 being in the district of Cuttack, 30 in Pooree, and 31 in Balasore. The E pathsalas consisted of 709 schools for boys, with 13,363 pupils, 14 Sanskrit tols, with 330 pupils, 56 maktabs, with 902 pupils, and two pathsalas for girls, with 48 pupils.

156. Of the D pathsalas in the district of Balasore, 17, which are scattered over the Mohurbhunge jungle and intended for the education of the Sonthals, were under the direct management of the Reverend Mr. Phillips of Santipore. Speaking of these, Mr. Phillips says: "In the villages, the poverty, intemperance, superstition, and indifference of the Sonthals are fearful obstacles to the progress of education; still some progress has been made during the year. The schools are still small, and almost wholly of a rudimentary character; but from the monthly reports of the Inspector, I am encouraged to hope that improvements are being made."

157. In the other D pathsalas teaching is said to be conducted in a more systematic way than in the E pathsalas. Printed books are used, and arithmetic is taught both in the European and indigenous method. The pupils are formed into classes according to their attainments, and they learn to read and write correctly. The teachers are mostly trained, and have some knowledge of what it is right to teach, and how it should be taught to be useful. But the Joint-Inspector regrets "that some of these trained teachers have relapsed into habits of inaccuracy and unpunctuality."

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158. The maktabs are thus distributed :—

	Number.	Number of pupils.
Cuttack	39	535
Pooree	5	110
Balasore	12	257

"In most of these maktabs," says the Inspector, "things are still going on as of old. They teach nothing but a little of the Koran and a few Persian books to Muhammadan boys, and of these even the pupils do not learn the meaning of a single sentence. The masters do not and cannot teach arithmetic or any other subject. The ignorance of Persian teachers in arithmetic is proverbial; so much so, that in certain quarters it is believed that there is no arithmetic in Persian. Of late a little improvement has been attempted by a few. One maktab teacher has gone through a course of training at the normal school of Cuttack, and is teaching Uriya and arithmetic, besides Persian, and a few other teachers have commenced learning a little of arithmetic; but a long time must elapse before they all will be qualified to impart any useful knowledge to their pupils. In their present state they will do little good to the community for whose benefit they are intended. The only thing for which the majority of Muhammadans care anything is their Kalam Sheri, a religious work containing forms of prayer and penance (Roza Nimaz). It is hard to induce them to take up arithmetic as a subject of study. There is only one maktab in the district of Balasore where the boys learn a little of arithmetic. It is not the Akhun who teaches the subject. There is also a pathsala held under the same roof with the maktab, and the Abadhan of that pathsala instructs a great number of the boys of the maktab in arithmetic. There is no gradation of studies. Whole years are devoted to the reading of *Mattan* without any attempt to understand a single passage."

The Magistrate of Balasore says: "For purposes of general education the maktabs of this district are simply and absolutely worthless. The purely religious exercises practised at these maktabs cannot legitimately be included in a scheme of state education. I would propose the gradual withdrawal of the grants of public money, and the gradual transfer of the boys to pathsalas. Already 120 Mussulman boys attend schools and pathsalas."

The Commissioner writes to the same effect:—"In this class of schools I think aid should be given only on condition that the primary school course be taught in addition to Persian, and endeavours should be made to bring some of the maktab teachers to the normal school classes, and put them in the way of improving themselves and their schools."

159. I agree with the Magistrate and the Commissioner in thinking that these maktabs, as now constituted, are not worthy of state support. It was laid down explicitly by the late Lieutenant-Governor that maktabs should not be subsidised in the same way as pathsalas unless they really give a useful primary education. Instead of withdrawing all aid from the maktabs, and transferring the boys to pathsalas, which would not be an acceptable measure, the Joint-Inspector prefers making an attempt to convert them into useful primary schools. To that there can be no objection; but no aid should be given to a maktab which does not teach vernacular reading, writing, and arithmetic.

160. The Sanskrit tols are all in the Pooree district, and are located in Brahmin villages within a few miles of the town of Pooree. In all of them Sanskrit is taught in addition to the ordinary subjects taught in a pathsala, and the pupils and teachers are of the Brahmin caste. The Deputy Inspector reports favorably of the progress in these pathsalas, which are, however, the special schools in which pandas, pilgrim-conductors, and beggars are trained. The Sanskrit taught is of the most elementary character, and consists of the mere repetition of slokas from the *Bhagbatgita*, *Ramayan*, and *Mahabharut*, without the faintest knowledge of their meaning.

161. The two pathsalas for girls in the Balasore district are managed by Mrs. Smith.

162. The 709 pathsalas for boys are thus distributed: 448 with 7,404 pupils, in Cuttack; 114 with 2,210 pupils, in Pooree; and 147 with 3,749 pupils, in Balasore. Some of these pathsalas (chiefly those under trained teachers) are said to be making progress, but in the opinion of the Inspector, the majority of them teach now exactly what they taught before they were subsidized. He says: "The gurus are old-fashioned men, and are most difficult to improve. Their system of instruction is primitive; their spelling is faulty in the extreme; questions in arithmetic and their working are learnt by heart, without any attempt being made to understand the process."

163. Most of the better E pathsalas are in the Balasore district, and of these the Deputy Inspector says:—

"There is in fact little or no difference between the quality of instruction imparted in D. and E pathsalas. When the E pathsalas were in their incipient stage, the superiority was of course on the side of the D pathsalas, but at present the majority of the E pathsalas are in no respect inferior to their predecessors: there are a few which are ahead of them. The results both of the primary scholarship examination and of inspection bear out the truth of my remark. Out of seven scholars who obtained primary scholarships, six belonged to E pathsalas."

In these pathsalas the course of instruction consists of—

(1)—Reading print and manuscript.
(2)—Writing from dictation.
(3)—Arithmetic.
(4)—Zemindaree and bazar accounts.
(5)—Simple mensuration (native method).
(6)—Writing on paper and palm-leaf.

164. In the unimproved pathsalas the course is precisely what it was before they were subsidised, viz., writing on palm-leaf, getting by heart Sanskrit slokas and Uriya verses, and bazar arithmetic. Printed books are never used.

165. The local authorities differ as to the mode of treatment to be adopted as regards these schools. The Balasore authorities wish to introduce improvements into the course, while those at Cuttack and Pooree wish to meddle as little as possible with the present state of things. The Joint-Inspector rightly thinks that the course of instruction should be useful, but not such as to make them disinclined for manual labor, and he deprecates the expenditure of public money on schools which are only doing (and that badly) what they did before they received grants. He says: "A belief prevails in certain quarters that the system of Government grants-in-aid having given permanency to the village pathsalas, more children are now attending the schools than before. I am not prepared to subscribe to this opinion. It is true that the attendance in the aided pathsalas is increasing, and will continue to increase; but this, in my opinion, is done simply by diminishing the attendance in the unaided pathsalas." The people find it less expensive to send their children to schools partly supported by the State than to keep up pathsalas at their own cost: and unless we introduce into these more largely attended pathsalas an improved course of instruction, the sole effect of state aid will be a decrease in the cost of education to the people

166. The conclusion to which the Inspector comes upon the question of primary education is thus stated: "I think that something, but not much, has been done to improve and extend the education of the masses. I do not think that we have as yet been able to bring a large number of pupils to schools, who would not have been there had not the pathsalas been subsidised by Government, nor do I think that the quality of instruction given in pathsalas has generally improved." In the opinion of the Commissioner, the chief thing needed for the improvement of the pathsalas is the supply of suitable elementary books to be read in all schools. For the production of these, rewards have been offered. Mr. Ravenshaw trusts that Government will accord sanction to the expenditure from the primary grant of a sum sufficient to cover the cost of printing, publishing, and distributing these books *gratis* to the pathsalas. Elementary books have in fact been distributed gratis to the aided schools of each district in the Bhagulpore division at the cost of the primary grant, and there is no reason why the same thing should not be done in Orissa. The Commissioner anticipates that the local presses would get out the books cheaply and well.

167. The Government assignment for primary education is Rs. 29,666 inclusive of Rs. 366 from the Khas Mehal Fund. Of this amount Rs. 28,364 was expended and supplemented by local receipts amounting to Rs. 13,835. Regarding the local income from fees, the Joint-Inspector says:—

"The return of receipts from private sources is unreliable, and it is impossible to obtain correct figures. The village teachers keep no account of their receipts from the people, and they receive from them so often and in so many ways, both in kind and money, that it is hardly possible for them to be able to supply figures even approximately correct. This, however, is certain,—that the object of Government in subsidising the pathsalas is now being more generally understood, and there is less objection now on the part of the people to pay their Abadhans than there was when the system was first introduced, though, from what I have seen, I suppose that nowhere are the Abadhans of aided pathsalas able to realise to the full their former fees and perquisites."

168. I agree with the Joint-Inspector in thinking that the only way to meet the reduction of fee-payments is by the application of some system of payment by results, the introduction of which is also warmly supported by the Commissioner. A rough system might at first be tried, as any sudden attempt to introduce an elaborate scheme, like that in Midnapore, would probably end in failure in places where the Government subsidy has previously been so easily earned. Mr. Hopkins doubts whether it is the people who refuse to pay the Abadhans, or the Abadhan that demands higher fees than the people can pay; and he states that, when visiting Orissa, he had frequent complaints of the extortionate fees demanded by Abadhans.

169. The grants to primary schools vary in amount from Re. 1 to Rs. 5, but on what principle they have been fixed does not appear. The Joint-Inspector says: "I have seen that many pathsala Abadhans, giving a better kind of education to a larger number of pupils, are in receipt of stipends at a much lower rate than those who are inferior to them in every respect, and have fewer pupils to teach." In such cases it would be well to institute an inquiry, and to call for an explanation from the Deputy Inspector.

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170. Of the 16,388 pupils in pathsalas, 14,958 were Hindus, 1,207 Muhammadans, 30 Christians, and 193 others; classified according to social position, one belonged to the upper classes, 3,191 to the middle, and 13,196 to the lower.

171. *Primary Scholarship Examination.*—For the 30 scholarships belonging to the division, there were 275 candidates, and the statistics for each district are subjoined:—

DISTRICTS.	Number of pathsalas from which candidates came.	Number of candidates.	Number passed.	Number to whom scholarships were awarded.
Cuttack	45	45	15	15
Pooree	49	88	81	8
Balasore	47	142	30	7
	141	275	126	30

172. In the Cuttack districts no pass marks were fixed; the best fifteen candidates were passed and awarded scholarships. In the Pooree district the pass marks were fixed at four-eighths, three-eighths, and two-eighths for three divisions, and five of the eight scholarships were given to the candidates who obtained the highest marks; the other three being given, by way of encouragement, to the three best boys of Khoorda. In Balasore those who got half the number of marks were passed, and seven scholarships given to the boys who stood highest. In all the districts the examination consisted of reading, writing, arithmetic, mensuration (according to native method), and zemindaree accounts. The Joint-Inspector thinks the number of scholarships should be increased. That question need not be considered, I think, till a more decided improvement has been effected in the teaching of the pathsalas.

173. The Magistrate of Cuttack would confine the competition for scholarships to boys from the D pathsalas. He is of opinion that the boys "of the E pathsalas have nothing to do with higher education, and their obtaining scholarships draws them away from their natural sphere of life, and puts them on the first round of the ladder which leads them to become oomedwars and aspirants for mohurirships." But the Commissioner lays great stress on scholarships, and would throw them open to all without restriction or selection. Instead of 30 he wants 90 for the division, in order that due stimulus may be applied to an apathetic population.

174. ORISSA TRIBUTARY MEHALS.—The number of schools is 83, with 2,679 pupils, showing a gain of one school and a loss of ten pupils for the year. Of these schools, 12 are middle-class, and 70 lower class The education is generally rudimentary, but Mr. Ravenshaw reports of the Khondmals schools that "there are few boys who cannot read and write and do simple arithmetic." These Khondmals schools (with the exception of that at head-quarters) are maintained entirely by the tax on grog-shops. The annual expenditure on them, including the pay of a sub-inspector, is estimated at Rs. 1,815, and the receipts from grog-shops at Rs. 2,110 yearly, so that the expenditure is likely to be well within the income.

175. The Khondmals head-quarter school, and a few in Dhenkanal are supported from Provincial revenues, at a cost of Rs. 1,000 for the past year. To the schools in Bankey and Ungool, Government contributed Rs. 2,089 as proprietor of these estates. All the other schools were maintained entirely by the Rajahs at a cost of Rs. 6,302.

176. The salary of the Khondmals schoolmasters was fixed at Rs. 7 originally, but this will probably have to be raised. Those masters who have been brought from Ganjam and are acclimatised to the hills are said to have done better than those trained in the Cuttack Normal School.

177. The hill schools generally are popular, and many have been well furnished with books and maps by the liberality of the Rajahs. A B C village schools are to be found occasionally in the most out-of-the-way corners of the hills.

178. At the last examination fourteen candidates from all schools competed for vernacular scholarships: thirteen passed, and two won scholarships.

179. The Superintendent comes to the conclusion that the general results and prospects of the schools are satisfactory and hopeful.

180. CHOTA NAGPORE DIVISION.—The number of primary schools in this division at the end of the year was 731, with 20,033 pupils, against 562, with 14,524 pupils, in the previous year, showing an increase of 169 schools and 5,509 scholars for the year. From the fact that the schools have increased in a greater ratio than the pupils, Mr. Woodrow infers that the new schools have been opened in villages where a large attendance could not be secured. The average number of pupils at each school was nearly 19.

181. Classified according to creed, the children attending the primary schools consisted of 1,681 Christians, 12,693 Hindus, 752 Mussulmans, 3,777 Kols, 63 Tamarias, and 1,067 others. This is the only division in Bengal where the Christian pupils at school outnumber the Mussulman pupils, and amount to more than one-eighth part of the Hindus. The upper

ranks of society are represented in these schools by 12 Hindu pupils; and 2,122, out of 2,290 drawn from the middle ranks, also are Hindus, the lower ranks of society furnishing the great bulk of the other children.

182. On the attendance at the schools Mr. Woodrow remarks: "The attendance was not so regular as could be wished. Out of 19,216 pupils in aided primary schools, 12,990 were in attendance, or just two-thirds. This probably indicates a great amount of irregularity. The 45 unaided schools, with 817 pupils, almost all Christians, had an attendance of 622—a result somewhat better than that for aided schools. Still, in both aided and unaided institutions, regularity of attendance requires to be more enforced."

183. In Singbhoom there were 84 primary schools, with an attendance of 4,531 pupils, against 69 schools with 3,566 pupils in the previous year. Seventy of these schools are D and E pathsalas, and 14 are aided schools under the management of the Society for the Propagation of the Gospel and the Berlin Mission. Twelve of these schools were opened in the Kolhan during the year. The District Committee report that the progress made in the primary schools has been satisfactory.

184. The population of the district of Hazareebagh consists of Hindus, Muhammadans, and Sonthals. The schools for Sonthals are under the charge of the Free Church Mission, with a grant-in-aid which has not yet been completely taken up. The Superintendent of the Mission prefers training the future teachers of the Sonthals in his own normal school, and hence the establishment of schools proceeds slowly. The aided primary schools of this district numbered 168 at the end of the year with 3,379 pupils, being an increase of 33 schools and 871 pupils. Besides these, there were 43 unaided schools, with 490 pupils, 22 maktabs, with 218 pupils, and three tols, with 41 students. Of the pupils in attendance at the aided schools, 3,050 were Hindus, 227 Muhammadans, and 102 Sonthals and Kols. The progress of these schools is spoken of favorably, but there still lingers an unwillingness to pay fees to the gurus under the belief that they are paid by Government.

185. On the primary schools in Manbhoom Mr. Woodrow reports:—

"During the year 48 new pathsalas have been subsidised and 16 old ones remodelled. The people of Manbhoom, though advanced in general education beyond those of the three other districts of Chota Nagpore, still consider the ability to read printed books a superfluity of knowledge. If they can do ordinary sums in arithmetic, not involving division, and if they can copy in an almost illegible hand legal documents, they think their education complete. The most discouraging feature in Manbhoom is that the majority of the parents who send children to school now refuse to pay schooling fees. This difficulty once existed in the Presidency division, but has happily been overcome. In spite of these two obstacles to progress, the number of pathsalas aided by Government rose during the year from 171 to 219, and the pupils in them from 4,444 to 8,516. Of this number, 184 were girls. Classified by creed, 5,305 pupils were Hindus, 216 Muhammadans, 53 Christians, and 242 Sonthals. Classified by progress in study,—43 were in the middle stage, 2,500 in the upper primary, and 3,083 in the lower primary—that is, they could not read, write, and understand easy sentences in their mother-tongue. The progress made in arithmetic by some of the more advanced boys is stated to be very satisfactory. Of the 184 girls, 68 could read and write easy Bengali, the rest being in their alphabet. Out of the 68, there were 30 who had made such progress that rewards of Rs. 2 for each girl were allotted to the gurus."

"The number of primary scholarships is eight only. In my opinion, this is too small a number to excite a due amount of interest among 219 different schools in a backward district."

186. In Lohardugga the number of primary schools at the close of the year was 214, with 5,464 pupils, being an increase of 45 aided pathsalas, with 1,689 pupils, and of 27 unaided pathsalas under missionaries and others, with 604 pupils. Mr. Woodrow, not having been able to visit many primary schools since he returned to India in February, requested Mr. Clarke, who had officiated as Circle Inspector, to furnish him with any information on these schools he had collected, and the following are Mr. Clarke's remarks on the Chota Nagpore division:—

"In my report for the Hazareebagh district I expressed some doubt, or perhaps surprise, at the statement of the District Deputy Inspector, that the *old* gurus of that district were willing to come into the normal school classes and be improved. I have since seen that many of them, at all events enough to fill the normal school classes, are willing to come in. I do not know what explanation there can be found for this, except that a stipend of Rs. 3 to Rs. 5 per month is worth much more in Hazareebagh than in Jessore."

"I found several very inferior primary schools in Hazareebagh, and some good ones. The school depends almost entirely on the teacher. In some cases the teacher, though he had never had the advantage of attending a normal school class, had taken an interest in improving himself, and had learnt European arithmetic up to the rule-of-three, and kept a good school. It is, as it always had been, very difficult and dangerous to hazard any general statements about primary schools founded on visits to five per cent. of the entire number."

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"There is a great difficulty in Hazareebagh about the language to be taught. The official order of the District Committee maintains that Hindi shall be taught in all the Government schools of Hazareebagh. But two thanas of Hazareebagh are said to be entirely Bengali-talking, and in schools in other thanas often the most eager pupils are Bengalis, and the teacher in such cases teaches them in Bengali."

"The question of improvement in the pathsala teachers leads to the management of the normal school. At Hazareebagh a second grade normal school is sanctioned by Sir George Campbell. Up to date only two classes, under ordinary pandits, on Rs. 25 per month or thereabouts, have been held. If Government declines or delays to found a normal school at Ranchi, there can be no objection to spending the sanctioned allowance at Hazareebagh. Instead of more expensive teachers, a larger number of stipends might be provided thereat, and then the primary schools might be affected as a whole. At present a very small percentage of the primary teachers is kept in the normal school classes."

"This leads me to Ranchi. There is still no normal school, so that in the Hindi primary schools under the old gurus nothing has really been done towards improvement. These Lohardugga old guru-pathsalas are the poorest in Chota Nagpore as a class, being parallel with the worst improved pathsalas of Hazareebagh."

"In Manbhoom the number of pathsalas is 250 or thereabouts; and though there is a second grade normal school at Purulia, part of the stipends are diverted to maintain pandit pupils, so that only an insignificant percentage of the Manbhoom old gurus are at school. The normal school stipends, however, reserved for gurus, are kept full, and the old gurus appear less disinclined to go to school than the old gurus of Jessore and Baraset."

"Speaking generally, Manbhoom primary schools, being Bengali schools, are much like the primary schools in parts of the Presidency division. The people are still less willing than in Central Bengal to have the old country education superseded by modern or foreign systems. Under these circumstances, it still appears to me a problem what is to be done with these pathsalas, and in which direction we are to attempt to improve them, so as to show some result for the Government money spent on them. At present the result seems to me very small."

"I did not visit Singbhoom."

187. The Commissioner remarks generally of the progress of education that "for some years to come it is, from the nature of the people themselves, likely to be very slow. The aboriginal tribes at any rate have, as far as I can see, very little taste for learning, unless it is more or less forced upon them, and I strongly suspect that they grudge every pice they may have to pay for it."

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188. SECONDARY INSTRUCTION.—Secondary instruction is given in schools termed "higher" and "middle," which are intermediate in standard between primary schools and colleges for superior instruction. The higher schools teach up to the standard of the University Entrance Examination, and in these schools English is the medium of instruction in all classes except the lowest. In some of the middle schools English is taught as a language, all other instruction being given in the vernacular: in others, the whole of the instruction is in the vernacular; hence the classification of middle schools into middle English and middle vernacular. In middle English schools the standard of instruction is regulated by the course prescribed for minor scholarships, which is intended to represent a stage of progress from two to three years below the standard for the University Entrance Examination: the standard in middle vernacular schools is regulated by the course laid down for vernacular scholarships, which is identical with that for minor scholarships in all subjects except English. In passing from the lowest to the highest form of school instruction, a pupil is supposed to take a period of ten years; and his progress during this time is divided into three stages—the primary and middle stages each being reckoned to extend over a period of four years, and the upper stage over a period of two years. In the *upper stage* are included all boys who have reached the standard taught in the first and second classes of a school which prepares candidates for the University Entrance Examination. The *primary stage* includes all pupils who have not reached the standard of the third class of a middle school teaching the vernacular scholarship course, and this stage is divided into two sections—the first comprising those who can read, write, and understand easy sentences in their mother-tongue; the second, those who cannot yet read, write, and understand easy sentences in their mother-tongue. The *middle stage* includes all pupils whose progress is intermediate between the primary stage and the upper stage.

189. The number of pupils of both sexes under instruction, who are classified in the returns for the year according to these stages of progress (excluding 13,179 pupils in Calcutta, and 17,326 in Burdwan division, for whom these returns have not been received), is 486,734,* being an increase of 36,951 pupils, or 8 per cent., during the year, of whom 2,051 are girls. The *upper stage* includes 6,070, against 5,446 in the previous year, showing an increase of 11 per cent.; the *middle stage* includes 42,498, against 39,260, giving an increase of 8 per cent.; and in the *primary*

	Boys.	Girls.	Total.
*Upper stage	6,045	25	6,070
Middle stage	41,122	1,376	42,498
Primary stage—			
(1) Highest section ...	166,088	5,361	171,449
(2) Lower section ...	257,825	8,892	266,717
Total of all stages ...	471,080	15,654	486,734

stage 438,166 are included, showing an increase of 8 per cent.: of these 171,449 have learnt to read and write, and understand easy sentences in their mother-tongue, and 266,717 are still occupied in acquiring the first rudiments of education. The greatest progress has been made in the upper stage of instruction.

190. MIDDLE SCHOOLS.—The following table compares the statistics of middle schools for the year, as regards number of schools and pupils, with those of the previous year.

	1873-74.		1874-75.	
	Schools.	Pupils.	Schools.	Pupils.
Government Schools.				
English	7	727	7	962
Vernacular	186	10,428	180	10,192
Aided Schools.				
English	416	21,632	447	24,330
Vernacular { Grant-in-aid	716	32,945	628	30,234
Vernacular { Circle			135	6,211
Total ...	1,325	65,732	1,397	71,929
Unaided Schools.				
English	97	5,785	117	6,465
Vernacular	122	5,768	112	910
Total ...	219	11,553	229	11,375
Grand Total ...	1,544	77,285	1,626	83,304

From this it appears that there has been an increase of 72 Government and aided schools, and of 6,197 scholars during the year.

191. The number of Government middle English schools was increased by one, by the reduction of the higher English school at Chumparun to this class: but this gain was counterbalanced by the loss of one school in the district of Darjeeling, which in the returns for 1873-74 was entered as a Government school, although it was really only an aided school. The number of Government schools therefore remains the same; but there has been an increase of 235 in the number of pupils.

192. The number of middle English schools, supported to some extent by the State, was 454, with 25,292 pupils, being an increase of 31 schools and 2,933 scholars for the year.

193. The Government middle vernacular schools have decreased in number from 186 to 180. This loss of six schools is due to the disappearance of three schools in Sylhet from the returns of the year, and to the omission of three schools in the Tributary Mehals from the returns made by the Inspector, which were included in the previous year's returns. This decrease of six schools is attended by a loss of 236 pupils.

194. The aided middle schools, both English and vernacular, have increased in number, the former by 31 schools and 2,698 scholars, and the latter by 47 schools and 3,500 scholars.

195. The expenditure upon middle schools is shown in the following table:—

	1873-74.			1874-75.		
	State funds.	Local funds.	Total.	State funds.	Local funds.	Total.
Government Schools.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	7,615	10,464	18,079	10,561	11,487	22,048
Vernacular	49,376	25,314	74,690	47,223	27,772	74,995
Aided Schools.						
English	1,20,054	2,28,631	3,48,685	1,36,799	2,55,325	3,92,124
Vernacular	96,965	1,43,568	2,40,533	1,09,829	1,62,101	2,71,930
Total	2,74,010	4,07,977	6,81,987	3,04,412	4,56,685	7,61,097

The entire expenditure upon middle schools receiving support from the State has increased from Rs. 6,81,987 to Rs. 7,61,097, and the portion of this expenditure contributed by Government from Rs. 2,74,010 to Rs. 3,04,412. The average annual cost of a pupil in Government schools was Rs. 8-11, and in aided schools Rs. 10-15; the cost to the State being Rs. 5-3 in Government schools, and in aided schools Rs. 4. These figures are nearly identical with the corresponding figures of the previous year.

196. The number of candidates that came up from middle schools for minor scholarships was 1,060, of whom 662 passed, and 114 gained scholarships; the number that came up

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for vernacular scholarships was 3,665, of whom 2,328 passed, and 221 gained scholarships. The details for the separate divisions are shown in the following tables:—

Minor Scholarship Examination, 1874-75.

Divisions.	Number of candidates.	Number of candidates passed.	Number gained scholarships.	Remarks.
Burdwan division ...	230	116	16	
Presidency " ...	345	242	20	
Rajshahi " ...	119	60	16	
Dacca " ...	178	93	17	
Chittagong " ...	31	20	5	
Cooch Behar " ...	.....	.....	.....	
Patna " ...	67	61	17	
Bhagulpore " ...	26	21	9	
Chota Nagpore " ...	23	18	7	
Orissa " ...	41	31	7	
Total ...	1,060	662	114	

Vernacular Scholarship Examination, 1874-75.

Divisions.	Number of candidates.	Number passed.	Number gained scholarships.	Remarks.
Burdwan division ...	700	461	25	
Presidency " ...	574	403	26	
Rajshahi " ...	543	348	38	
Dacca " ...	910	505	29	
Chittagong " ...	146	86	19	
Cooch Behar " ...	28	7	1	
Patna " ...	554	363	39	
Bhagulpore " ...	95	74	22	
Chota Nagpore " ...	22	12	10	
Orissa " ...	93	69	12	
Total ...	3,665	2,328	221	

197. Higher English Schools.—The number of Government higher English schools has fallen from 46 to 44, owing to the transfer of the Sylhet Zillah School to Assam, and the reduction of the Chumparun School to the status of a middle school; but there has been an increase of 641 in the number of pupils. The number of aided higher schools is returned at 81, with 8,613 pupils, showing an increase of five schools and 1,097 scholars. The net increase in this class of schools is three schools, and 1,738 scholars.

Higher Schools.	1873-74.		1874-75.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools ...	46	10,776	44	11,417
Aided schools ...	76	7,516	81	8,613
Total ...	122	18,292	125	20,030
Unaided schools ...	43	10,168	41	10,770
Grand Total ...	165	28,460	166	30,800

198. In Government higher English schools the expenditure is regulated by fixed net grants from the State, and the local income from fees, subscriptions, and endowments; and each school can, after obtaining the necessary sanction, spend up to the limit of its income from these two sources. In some schools the ordinary annual expenditure nearly reaches the sanctioned limit, in others the ordinary expenditure falls considerably short of it, and the balance in favor of a school may be regranted to meet an increase of expenditure for school purposes in future years. In the returns from which the table of expenditure in these schools for the year 1873-74 was drawn up it would seem that in some cases the total expenditure was taken to be the local income, plus the Government net grant. This did not represent the actual expenditure, which can only be the amount drawn from the treasury; and the amount so drawn, minus the payments into the treasury on account of fees, subscriptions, and endowments raised locally, must be the State contribution for the year to the gross expenditure on those schools. Hence the difference between the State expenditure in Government schools for the two years shown in the table below, namely Rs. 18,804, is not the difference between the amount really drawn from the treasury during these years, but the

difference between the amount that might have been drawn in 1873-74 and the amount actually drawn in 1874-75.

Higher Schools.	1873-74.			1874-75.		
	State funds.	Local funds.	Total.	State funds.	Local funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government schools	1,41,511	2,13,645	3,55,156	1,22,707	2,35,759	3,58,466
Aided "	49,310	1,33,710	1,83,020	51,728	1,44,821	1,96,549
Total ...	1,90,821	3,47,355	5,38,176	1,74,435	3,80,580	5,55,015

199. Before comparing the gross expenditure on these schools for the two years, it is necessary, under the explanation which precedes the table, to correct the figures for the State expenditure on Government schools for 1873-74 by Rs. 18,083, the amount by which they exceed the actual drawings from the treasury. The State expenditure is therefore reduced to Rs. 1,23,428: the local expenditure should also be increased by the same amount; it will therefore stand at Rs. 2,31,728. The gross expenditure on all schools of this class, Government and aided, is Rs. 5,55,015 in the year under report, against Rs. 5,38,176 in 1873-74, or an increase of Rs. 16,839 for the year. This increase consists of Rs. 1,697 from State funds and Rs. 15,142 from local sources; and upon Government schools there is a net decrease of State expenditure of Rs. 721 for the year.

200. In Government schools the total annual cost per head was Rs. 31, of which the State paid Rs. 10; in aided schools the total cost per head was nearly Rs. 23, of which the State paid Rs. 6.

201. The obstacles previously referred to as having attended middle education may be divided into three heads,—dislike of the people to the course prescribed for these schools of late years, disproportionate attention paid by the inspecting staff to primary schools, and discouragement felt by the teachers at the absence of definite prospects of promotion. Recent orders, it may be hoped, have gone far to remove the first ground of objection. The improved prospects lately opened to the subordinate inspecting agency will tend to fill its ranks with men quite competent to the inspection of middle schools of all degrees of excellence, and the second cause of objection will then disappear. In regard to the third alleged reason, it is difficult to see what general promotion in other branches of the public service can be offered to men ignorant of English, as are the teachers in vernacular schools. But a more determined effort on the part of inspecting officers to induce managers of aided schools to employ trained pandits from the normal school (who are incomparably the best vernacular teachers) will create a greater demand for such men, and tend, in course of time, to raise their average pay. To the teachers in middle English schools (and it is by them that the absence of a career has been most keenly felt) the new orders for grading and raising the pay of deputy inspectors and sub-inspectors present tangible advantages. A successful teacher in a middle school, who possesses the other necessary qualifications, may put forward a very fair claim to employment as a sub-inspector. In many instances already men have passed from a school to a sub-inspectorship on the nomination of the Inspector; and now that the appointment of all these officers rests with the Director, the legitimate claims of a useful and hard-working body of men need not be overlooked when vacancies are to be filled.

202. It will be noticed that in all divisions, except Dacca, fair progress in middle schools and satisfactory results in the scholarship examinations are recorded for the year. In Dacca the chief drawback is said to be the absence of a fixed literary standard, which causes the pupils of these schools to write bad Bengali. The scholarship course lately prescribed, however, provides for the cultivation of a correct and pure vernacular style; and for the future, schoolmasters will probably pay increased attention to composition. It will be found advisable to introduce into the middle schools text-books, for literature merely, that come up to the requisite standard of excellence; many such exist in Bengal; and it is undesirable to restrict managers in the choice of the books they may wish to introduce.

203. The Inspector of Rajshahi considers that model vernacular schools have done their work, and should now be replaced by a smaller number of model English schools, since it is the latter class of schools that stand mostly in need of guidance. This is perhaps true in the more advanced parts of Bengal; and it is probable that many villages now retain, at the expense of Government, a model school which, if it were removed, would be at once replaced by an aided school. It might therefore be well worth the consideration of district committees (for the question must be judged according to local circumstances) whether they could in any case recommend the conversion of (say) three vernacular schools into one model English school. The proposal comes opportunely at the present moment, when it is anticipated that the standard in middle English schools may be gradually raised. A well-furnished English school under Government control might at least show the other schools of a district or of a sub-division what is the highest standard now attainable.

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204. At the same time it would be necessary to perform the experiment with great caution. The model schools of a district, taken all round, are in general much better governed and better taught than aided schools of the lower grade, at about the same cost to Government. If each model school so removed were replaced by an aided school, there would be little saving under the head of vernacular education: the charge would be merely transferred to the grant-in-aid budget. But for the same reasons, a model sub-divisional English school could probably be worked by Government at a cost little greater than that now incurred for an aided English school. Subscriptions might still be raised in support, as they are now for zillah schools. I commend to the consideration of Government the question of extending model English schools. There are now only seven in all Bengal.

205. Mr. Hopkins complains that in Burdwan many of the English schools are useless. The English language is of no service to the majority of villagers, and when the school has been established by the exertions of a few wealthy men, the rest find themselves unable to pay the high fees, or to buy the books, and the school languishes. I am quite of the opinion that many a bad English school in a remote part might usefully be replaced, at the same cost, by a first-rate vernacular school; and it is the business of local officers to bring about this conversion, which they can often manage to do if the school receives a grant-in-aid. On the other hand, many inferior English schools have now been offered a fresh stimulus to exertion by the creation of the intermediate Anglo-vernacular scholarships.

206. Turning to higher English schools, we find 21 per cent. of the pupils in the upper stage, that is, in the two entrance classes, 47 per cent. in the middle stage, and 42 per cent. in the lower stage, of whom 7½ per cent. cannot read and write. In Government schools, the numbers are 22½ per cent. in the upper stage, 50½ in the middle, and 27 in the lower; 5½ per cent. being unable to read and write. Objections have been raised to pupils in the lowest stage of all, as out of place in a zillah school with highly paid masters; but the advantages are clearly on the side of retaining such pupils. Pupils in the lower stages contribute very largely to the fee-income of the school; they are willing to pay a high price for elementary teaching in consideration of the higher education they will get as they advance in the school. If such pupils were transferred to a lower class school close by, the fee-receipts of the Government school would fall off to a much greater extent than the expenditure. The lowest classes, in fact, are taught by masters at a very cheap rate, and the pupils pay for the prestige of the zillah school.

207. A suggestion has been made that every boy in the third class of a zillah school should pass the minor scholarship examination before promotion to the second class, with the object of keeping the level of the important second class as high as possible, and preventing undue promotion to the injury of the class. This was the practice in the zillah school of Sylhet, but in no other so far as I am aware; and I am not in favor of the proposal to make it compulsory. The change would involve the introduction into the lower classes of the school of the science subjects (other than physical geography) which now form part of the standard in middle schools, and the zillah school standard would again be thrown out of relation to that which the University requires. And though students from middle schools who pass the examination are now weighted, as compared with zillah school students, by the extra science subjects, yet they enjoy the great advantage of being eligible for minor scholarships, from which zillah school students are excluded. If zillah school students were required to pass the examination without being made eligible for scholarships, they would resent it as an injustice; if they were made eligible, they would carry off every scholarship from the middle schools, and English education outside head-quarters stations would receive its death-blow. The one advantage that I see in the proposal is this, that the vernacular education of zillah school students would be sensibly improved; but, in my judgment, this advantage, considerable as it is, would be purchased too dearly.

208. University Entrance Examination.—The subjects prescribed by the University for this examination regulate the whole course of instruction in higher schools, and the results of the examination afford a trustworthy test of the efficiency of the teaching in these schools. At the examination of 1874 the system of setting papers in English, without reference to text-books appointed two years previously, was introduced, and was attended by results which may be regarded as satisfactory. More than ordinary care was taken in the preparation of the questions, and the teaching of English in schools during the current year will be greatly influenced by the general tendency the questions took at the last examination. The Senate, in August last, sanctioned two alterations in the schedule of subjects for the examination of 1875 and subsequent examinations. The first change was in the introduction of Chapters I—III, VIII, and IX of Blanford's Physical Geography under the head of "History and Geography:" the second change was in the introduction of the mensuration of plane surfaces and the theory of surveying under the head of "Geometry." By these changes the entrance course has been improved, and the requirements of the University brought into harmony with the teaching in Bengal schools. As was expected, there was a decrease in the number of candidates for the entrance examination from 2,544 in 1873 to 2,254 in 1874. The large accession of candidates in 1873 was due entirely to an impression, then widely prevalent, that the difficulty of passing the examination would be greatly enhanced by the abolition of text-books in English, and the result

of the examination showed that a large number of candidates had got admission to the examination who were not fit to appear. The number of candidates in 1874 was, however, larger than the number in 1872 by 110, this increase being doubtless due to the natural growth of schools of this class. Of the 2,254 candidates in 1874, 966, or 43 per cent., were successful, against a percentage of 33 only in the previous year. Fifty-six candidates registered for examination did not present themselves, and of the 1,232 who failed, 724 were rejected in English, 611 in the second languages, 531 in history and geography, and 789 in mathematics. As at most previous examinations, the most fatal subjects were English and mathematics.

209. The number of candidates from Bengal was 1,717, or 76 per cent. of the whole. This was the exact number of candidates at the examination of 1872, but a decrease of 292 on the number in 1873. Government schools contributed 39¾ per cent. of the candidates, aided schools 22¾ per cent., and unaided schools 33 per cent., the remainder consisting of teachers and private students. As was explained last year, the number of candidates from Bengal was exceptionally large in 1873, and some years will probably elapse before our schools can send up 2,000 candidates who are really fit to appear. Of the 1,717 candidates, 702, or nearly 41 per cent., were passed, the percentage of passed candidates in 1872 with the same number of candidates being 42. This shows a considerable improvement on the result of last year's examination, when only 30 per cent. of the candidates passed. The percentage of candidates passed from the Bengal schools does not compare unfavorably with the results attained at the universities of Bombay and Madras. In the last available returns it appears that only 34 per cent. of the candidates passed the entrance examination at Bombay, and 39 per cent. at Madras. At the matriculation examination of the London University in June 1874, out of 665 candidates, 378, or 56 per cent., were successful; and at the examination of January 1875, out of 506 candidates, 224, or 44 per cent., were passed, giving an average of 51 per cent. of successful candidates for the year. The Calcutta University returns show that of the 684 candidates at the entrance examination from Government schools, 349, or 51 per cent., were passed. It would seem, therefore, that at these schools the head-masters exercise the power they have of keeping back ill-qualified candidates with reasonable strictness.

210. In the following table the schools from which the candidates came up are classified, and the success attained by each class of schools shown :—

University Entrance Examination.

December 1874.	Number of schools.	Number of candidates.	Number passed.				Percentage of success.
			First division.	Second division.	Third division.	Total.	
Government schools	43	684	84	170	95	349	51
Private schools (aided)	68	391	18	61	44	123	31
Private " (unaided)	54	568	54	108	59	221	39
Schoolmasters	.....	8	.....	.....	1	1	12
Private students	.....	66	1	3	4	8	12
Total ...	165	1,717	157	342	203	702	.....

Excluding the Assam schools, the number of schools that sent up candidates in 1873 was 184, so that there was a reduction of 19 in the number that sent up candidates this year.

211. The religions professed by the candidates are shown in the following table :—

	Number of candidates.	Number passed.			Total.
		First division.	Second division.	Third division.	
Hindus	1,506	128	296	183	607
Muhammadans	86	5	12	9	26
Christians	66	17	17	5	39
Brahmists	36	3	12	5	20
Theists	12	1	3	1	5
Others	11	3	2	.....	5
Total ...	1,717	157	342	203	702

212. This return shows that the Muhammadans are still badly represented in the highest examination for schools. The following are the Muhammadan statistics for the last five years :—

	Number of candidates.	Number passed.
1874	86	26
1873	109	22
1872	74	30
1871	75	28
1870	73	39

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213. The divisions from which the candidates were drawn are shown below :—

General Distribution List of Entrance Candidates.

Districts.	Number of candidates.	Schools that sent candidates.	Schools that passed successful candidates.	Candidates passed in			Total passed.
				First division.	Second division.	Third division.	
Burdwan division	306	36	29	24	62	43	129
Calcutta	438	32	25	88	116	28	232
Presidency division	292	42	30	21	61	28	110
Dacca "	247	14	10	15	44	26	85
Rajshahi "	162	17	13	3	27	28	58
Patna "	87	7	7	1	13	16	30
Bhagulpore "	46	4	4	.....	4	12	16
Chittagong "	26	5	4	4	9	5	18
Chota Nagpore "	8	3	2	.....	1	2	3
Orissa "	23	3	2	.....	2	9	11
Cooch Behar "	8	2	1	.....	.....	1	1
Private students and teachers... ...	74	.....	.....	1	3	5	9
Total ...	1,717	165	127	157	342	2 03	702

This table shows that 471 out of the 702 successful candidates came up from schools in the town of Calcutta and the Burdwan and Presidency divisions. The number of schools which succeeded in passing candidates was 127, against 130 in the previous year.

214. Besides English the candidates from Bengal took up nine languages. The number that took each of these is shown below :—

	December 1873.	December 1874.
Latin	63	52
Sanskrit	1,147	984
Arabic	37	33
Persian	13	20
Bengali	675	528
Urdu	130	60
Hindi	23	22
Ooriah	7	14
Armenian	4	4
Total ...	2,099	1,717

This return shows that 64 per cent. of the candidates took up a classical language, against 54 per cent. in 1873 and 67 per cent. in 1872. The substitution of the first arts for the entrance examination as a qualification for admission to the Medical College tends to increase the number of candidates taking up a classical language. With reference to the requirements of the University in its higher examinations, the Lieutenant-Governor has been pleased to permit Sanskrit to be taught in the four highest classes of collegiate and zillah schools, instead of the three highest only, when the number of candidates in such schools desirous of instruction in that language amounts to ten in the first and second classes. In thus extending the limit within which instruction may be given in Sanskrit, the object of the Lieutenant-Governor was not to encourage the pedantic and excessive use of Sanskrit in the vernacular, but rather that Sanskrit should be taught "either as a purely classical language, or as the means of attaining to the higher parts and to the more scholarlike uses of the Bengali language."

215. Under the rules (10, 11, 12) in force for the award of junior scholarships, it was requisite that half the scholarships should be given to candidates who, in addition to the University examination, had passed a departmental examination in mensuration, surveying, and physical geography. This examination was held a short time before the University examination under boards of examiners appointed by the Commissioners and the Circle Inspectors. The examination included one paper of questions on physical geography and another on mensuration and surveying; marks were also given to specimens of the survey-work and plan-drawings executed during the session.

216. The following are the statistics of this preliminary examination :—

	Number of candidates.	Number passed.		Number of candidates.	Number passed.
Burdwan division ...	71	43	Patna division ..	72	42
Calcutta	61	53	Bhagulpore " ...	41	23
Presidency division ...	47	28	Chota Nagpore " ...	3	3
Dacca " ...	...	104	Orissa " ...	23	2
Chittagong " ...	...	29		—	—
Rajshahi " ...	63	20	Total	347	
Cooch Behar " ...	...	...		—	—

217. Physical geography, mensuration, and the theory of surveying having now been incorporated in the University course for matriculation, the Lieutenant-Governor has decided that rules 10, 11, and 12 for the award of junior scholarships shall be cancelled, and that the

award of scholarships shall be made purely on the results of the University examination. It will, therefore, no longer be necessary to hold a separate departmental examination in these subjects.

218. *Junior Scholarships.*—The following table shows the distribution of the junior scholarships awarded on the results of the entrance examination of December 1874. Of the 150 junior scholars, 93 elected to take up chemistry and 48 psychology for the first examination in arts; while three elected to hold their scholarships in the civil engineering department of the Presidency College, and six did not state whether they intended to take up chemistry or psychology. One hundred and twenty-one scholarships were made tenable in Government colleges, 13 in aided, and 16 in unaided colleges.

Distribution List of Junior Scholarships, 1875.

Commissioner's Division.	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	Number of scholarship-holders who passed the Entrance Examination.		
					First division.	Second. division.	Third division.
Burdwan division	2	6	12	20	17	3	.....
Calcutta	7	9	17	33	33	.....	.....
Presidency division	1	5	10	16	12	4	.....
Rajshahi "	.....	6	12	18	4	14	.....
Dacca "	.....	6	12	18	13	5	.....
Chittagong "	.....	2	6	8	4	4	.....
Patna "	.....	6	12	18	1	12	5
Bhagulpore "	.....	3	8	11	.....	4	7
Orissa "	.....	2	2	4	.....	2	2
Chota Nagpore "	.....	1	2	3	.....	1	2
Cooch Behar "	.....	.....	1	1	.....	.....	1
Total ...	10	46	94	150	84	49	17

219. The state of secondary instruction in the different divisions is set forth in the following summaries.

220. Burdwan Division.—The number of schools and scholars of this class in the division was as follows;—

	Schools.	Pupils.		Schools.	Pupils.
Higher Class English	38	5,336	Unaided Middle English ...	18	809
Middle " "	95	4,506	Ditto " Vernacular	8	331
Government Model Vernacular ...	27	1,795			
Aided Middle Class "	144	6,912	Total ...	335	20,765
Unaided Higher English ...	5	1,076			

This shows an increase of 10 schools and 733 pupils, which is due to the placing out of unallotted funds at the disposal of the district committees of Bankoora and Beerbhoom. In Burdwan, Hooghly, and Midnapore the grants already sanctioned were somewhat in excess of their grant-in-aid allotments.

221. *Middle Vernacular Schools.*—Except in some of the outlying schools in the Midnapore and Bankoora districts, these schools are said to be working satisfactorily. Their number has increased, and the Inspector repeats his remarks of last year, as to their popularity and efficiency. Of the pupils in attendance, 3,261 are in the middle stage of instruction, that is, are preparing for the vernacular scholarship course; 4,785 can read and write, and 3,979 are merely beginners. These figures indicate satisfactory progress, and a decrease in the number of mere beginners.

222. *Vernacular Scholarship Examination.*—The statistics of this examination are subjoined:—

Name of District.	Number of schools.	Number of candidates who sent in their names and paid fees.	Passed in—			Scholarships.
			First division	Second division.	Third division.	
Burdwan	67	247	13	43	103	6
Bankoora	23	90	4	20	37	2
Hooghly	44	153	21	32	53	7
Midnapore	50	159	6	34	67	7
Beerbhoom	11	51	3	11	14	3
Total ...	195	700	47	140	274	25

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223. The papers set in this examination were the same as those used in the Presidency Circle, and the results in the two circles, therefore, admit of comparison. In the Presidency Circle there were 574 candidates, of whom 403 passed, 34 being placed in the first division, 142 in the second, and 227 in the third. Comparing these figures with those in the above table, it appears that 70 per cent. of the candidates in the Presidency Circle were successful, against 66 per cent. in the Western Circle; while the percentage of candidates passed in the first division was 6·7 in the Western Circle, against 5·9 in the Presidency. The results are creditable to both circles. There was an increase of 27 in the number of schools competing, and of 33 in the number of candidates. The Hooghly Committee point out that the result of the establishment of classes in mensuration and surveying is not satisfactory, "owing to the inadequacy and insufficiency of the means employed to afford instruction;" also that the marks assigned to vernacular manuscript reading are more liberal than the importance of the subject requires. These and other objections raised by the Hooghly Committee have been met by the changes sanctioned in the Lieutenant-Governor's Minute of 3rd May. The Inspector commenting on the detailed result of the examination, says—

"From these figures, it would appear that Hooghly as a district stands first, and that Raneegunge as a centre stands last. Arithmetic in the sub-divisions of Cutwa, Dantoon, and Bood-Bood is not properly attended to; grammar and composition are defective in Bankoora, Dantoon, and Contai; the marks for surveying and mensuration are generally bad in all centres: whilst the marks for zemindari and mahajani accounts are for the most part excellent. The reason that history and geography are so much neglected is because Bengalis seldom read for amusement, and these subjects are chiefly interesting and useful, because they enable one to understand historical and geographical allusions in books of general reading and interest. The head-masters of the normal schools complain that newspapers supply the place of current literature, and being written carelessly and in an impure style, the perusal of them causes their readers to form an inaccurate and inflated style of writing."

A more cogent reason for the neglect of history and geography is to be found in the low marks hitherto allotted to the subject; a defect now remedied.

224. *Middle English Schools.*—On these schools the Inspector writes—"With reference to these schools I have nothing to add to what I said last year. To the mass of the people English is useless. To instruct their children in it is beyond their means. The schooling fees are considerable for this country, and the cost of books is at least equal to the schooling fees. In many of the schools I have entered, I have found one book doing service for a whole class, and one dictionary doing service for a whole school. Under such difficulties it is impossible for pupils to make much progress. Added to this, very few efficient teachers will take service in these schools, partly because the managers can ill-afford to support the schools, and partly because the charge is so very troublesome."

"I notice that some of the local inspecting officers put down the inefficiency of these schools, as institutions for teaching English, to the incompetency of the masters; but the real fact is, there is little demand for English education in purely agricultural districts; there may be four or five families willing to incur the expense of instructing their children in English, but they cannot afford to support a school themselves; they therefore canvass their neighbours, and persuade them, though unwilling, to assist in establishing an English school. The majority of the managers, indifferent from the first, give up taking any interest in the institution as soon as the novelty works off."

225. *Minor Scholarship Examination.*—The following table gives the statistics of this examination:—

Name of District.	Number of schools.	Number of candidates who competed.	Passed in			Scholarships.
			First division.	Second division.	Third division.	
Midnapore	13	45	4	7	18	5
Hooghly	17	52	8	12	8	2
Burdwan	28	103	4	22	19	6
Bankoora	3	23	.....	4	6	2
Beerbhoom	2	7	.....	4	.....	1
Total ...	63	230	16	49	51	16

226. The number of candidates was nearly the same as last year, as also the number passed, but the number of scholarships for competition was reduced. The result of this examination was better than in the previous year, when only one boy was placed in the first division. In the papers which the minor candidates had in common with the candidates for vernacular scholarships, it was found they obtained a larger percentage of marks than the latter. This result was natural, as the candidates were fewer in number and belonged to a superior class, having the advantage of some instruction at home. Moreover, the candidates who take up English are, as a rule, boys who have shown considerable intelligence in their vernacular studies.

227. *Higher English Schools.*—These schools are distributed as follows:—

	Schools.	Pupils.
Hooghly	25	3,995
Burdwan	8	1,161
Midnapore	4	518
Beerbhoom	3	406
Bankoora	3	332
Total ...	43	6,412

In the previous year the private school at Serampore and the aided school at Okursha in the Burdwan district were included in the returns. The Principal of the Serampore Collegiate School submitted no return this year, and the school at Okursha has been reduced to a middle school; hence the falling off of two schools and 285 pupils in the returns.

228. The Inspector again reports favorably of these schools. Out of a total of 6,412 pupils, 1,220 were in the upper stage of instruction—that is, in the two highest classes, preparing for the University examination. The unaided schools remain the same as last year. Owing to some misunderstanding no candidates went up to the entrance examination from the Burdwan Maharajah's school.

229. *Junior Scholarship Examination.*—A preliminary examination of candidates for junior scholarships was held in surveying and physical geography, and of 73 candidates who sent in their names, 71 were present. The only aided school represented in the examination was that at Tumlook, from which a single candidate came up, who failed. The result of the examination was that 43 were declared to have passed. The candidates from the Beerbhoom school did best, this result being no doubt due to the surveying teacher at that school being one of the regular staff who qualified at the teachership examination in 1873.

230. The following table gives an analysis of the result of the University entrance examination:—

Number of Schools.	Number of candidates.	Passed in			Failed in				Scholarships.
		1st Division.	2nd Division.	3rd Division.	English.	Second language.	History and geography.	Mathematics.	
7 Government schools	149	17	31	19	39	51	38	43	13
22 Aided "	128	5	26	17	43	50	48	53	5
5 Unaided "	29	2	5	5	6	9	5	10	
Total ...	306	24	62	41	88	110	91	106	20

From this it appears that 41 per cent. of the candidates were successful, against 26 per cent. only in the previous year. The most unsuccessful schools were the Bankoora zillah school and the Hooghly branch school.

231. Presidency Division.—The statistics of the middle vernacular, middle English, and higher English schools of the division, as regards numbers and pupils in the last two years, are given below:—

Description of Schools.	1873-74.		1874-75.	
	Schools.	Pupils.	Schools.	Pupils.
Middle vernacular	211	10,555	230	11,716
Middle English	119	6,574	126	6,309
Higher "	36	4,366	42	5,955
Total ...	366	21,495	398	23,980

232. The Inspector remarks that this kind of education takes care of itself, and that there is little to be said about it. The table shows an increase of 32 schools and 2,485 pupils. "There is," says the Inspector, "an apparent falling off of 265 boys in the middle English schools, but this is explained by the fact that some middle schools were advanced to the status of higher schools; and the transfer diminished the number of pupils in middle schools, and increased that in higher schools. The result is a considerable increase of numbers."

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233. The examinations of these schools for scholarships take place in December, and, as remarked by Mr. Woodrow, "excite the intensest interest in hundreds of families." The statistics of the examinations for the three districts are compared below:—

Junior Scholarships.

Districts.	Number of schools.	Number of candidates.	Division in which the Candidates passed. I.	II.	III.	Total number of passes.	Scholarships.
24-Pergunnahs	21	144	16	35	8	59	.....
Nuddea	12	115	1	17	13	31	5
Jessore	4	36	4	9	6	19	4

Minor Scholarships.

24-Pergunnahs	32	109	5	40	47	92	5
Nuddea	19	97	3	19	55	77	7
Jessore	33	130	.....	17	56	73	8

Vernacular Scholarships.

24-Pergunnahs	59	224	25	81	87	193	12 2
Nuddea	23	101	9	33	51	93	7
Jessore	66	240	.....	28	89	117	5

234. Calcutta.—The Inspector issued notices asking for information to all schools in Calcutta known to the Educational Department or mentioned by the Commissioner of Police in his summary of schools, but from several of the private schools no reply was received. The following are the statistical returns received from schools more or less known to the department:—

Class of Schools.	Government. Number of schools.	Number of pupils.	Aided. Number of schools.	Number of pupils.	Unaided. Number of schools.	Number of pupils.	Total. Number of schools.	Number of pupils.
Higher English	4	1,583	.....	.....	18	6,458	22	8,041
Middle "	2	689	6	1,053	22	1,771	30	3,513
Middle vernacular	1	549	4	1,338	4	432	9	2,319
Lower "	.....	.....	2	129	85	3,312	87	3,441
Normal Schools—								
For masters	1	91	.....	.....	.....	.....	1	91
For mistresses	.....	.....	3	29	.....	.....	3	29
Girls' schools	1	72	20	1,580	25	1,045	46	2,697
Zenana teachers	.....	.....	131	1,635	.....	.....	131	1,635
Night school	.....	.....	.....	.....	2	72	2	72
Music school	.....	.....	.....	.....	2	89	2	89
Total ...	9	2,984	166	5,764	158	13,179	333	21,927

235. The returns of the previous year showed nine Government schools, 128 aided, and 48 unaided schools, besides 136 unaided pathsalas, with an aggregate of pupils amounting to 21,917. There is good reason for believing that the return of 136 unaided pathsalas, with 5,470 children in attendance, was inaccurate, and that the return of 85 pathsalas, with 3,312 pupils, shown in the present year, is very approximately true. The increase of 38 in the number of aided schools is due to an increase of 35 in the number of zenana teachers (each circulating teacher being considered a school), and of three in the number of aided middle English schools. There has been an increase of 239 in the number of pupils attending Government schools, and of 457 in those attending aided schools.

236. *Middle Vernacular Schools.*—The principal vernacular schools in Calcutta are the pathsala in connection with the normal school, containing 549 pupils, and four aided schools under native management, containing 1,338 pupils. The cost of these schools to Government was Rs. 4,796, of which Rs. 2,924 was for house-rent of the premises in which the Government pathsala is located. The four unaided schools of this class included in the return contained 432 pupils. The relative merits of these schools are tested at the annual examination for nine free scholarships tenable for five years in the Hindu or Hare School. The four highest boys in the list receive stipends of Rs. 2½ a month, besides free tuition. The standard of this examination is lower than that for vernacular scholarships, but it nevertheless includes a considerable amount of general knowledge, with a useful acquaintance with the Bengali language. At the last examination there were 50 candidates for the free scholarships, and the keen competition for these prizes keeps the schools pretty well up to the mark.

237. *Middle English Schools.*—There are two Government schools of this class,—the Colingah Branch School for Muhammadans only, and the English Department attached to the normal school, which is open to all creeds, but is attended solely by Hindus. The Colingah Branch School had on its rolls 305 boys at the end of the year, and its cost was Rs. 2,040, which was defrayed from the Mohsin Fund. The other school was self-supporting, and had 384 boys on the rolls. The aided schools of this class are six in number, and they are chiefly concerned with the education of the poorer classes of Europeans and Eurasians; they are the Calcutta Boys' School; the Benevolent Institution; the Roman Catholic Orphanage, Murgihatta; St. Joseph's School, Bowbazar; St. Stephen's School at Hastings; and the Free School. These schools contained at the close of the year 1,063 pupils, of whom 1,058 were Christians, four Hindus, and one Muhammadan.

There are also 22 unaided schools of this class, with 1,771 pupils in attendance, of whom the great majority are Hindus.

238. *Higher English Schools.*—The four Government schools of this class are the Hindu and Hare Schools, the Anglo-Persian Department of the Madrasah, and the school department of the Sanskrit College, with an aggregate of 1,853 pupils. The Hindu and Hare Schools met their entire expenditure from fees, and had a surplus of Rs. 7,832 at the end of the year; the Anglo-Persian Department cost Rs. 7,141, which was drawn from the Mohsin Fund; and the Sanskrit School Department cost Government Rs. 8,212. There are no aided schools of this class, but there are no less than 18 unaided schools attended by 6,458 pupils. Eleven of these are under the management of missionary and other Christian bodies, and seven are under native managers. These schools compete at the University entrance examination for junior scholarships, and of the 33 scholarships awarded in Calcutta upon the result of the last examination, it appears that 21 were gained by candidates from Government institutions, eight by candidates from schools under Christian bodies, and four by candidates from schools under native management.

239. Classifying the 21 schools in Calcutta according to the merit marks won at the entrance examination, the following is the order in which Mr. Woodrow places them:—

		Total merit marks.			Total merit marks.
1.	Hare School	111	12.	Sanskrit College	14
2.	Hindu School	92	13.	Mirzapore Mission School	11
3.	Metropolitan Institution	54	14.	Seal's Free College	10
4.	General Assembly's Institution	50	15.	Calcutta Boys' School	7
5.	Free Church Institution	31	16.	Calcutta School	7
6.	Metropolitan Branch Institution	24	17.	St. Joseph's School	6
7.	St. Xavier's College	23	18.	Armenian Philanthrophic Academy	5
8.	Doveton College	18	19.	Calcutta Training Academy	5
9.	Oriental Seminary	17	20.	Calcutta Institution	3
10.	Anglo-Persian Department	15	21.	St. Chrysostom's	2
11.	LaMartinere	14	22.	Bengal Academy	2

The Hare and Hindu Schools maintain their position, not only at the head of the Calcutta schools, but of all schools of this class in Bengal.

240. *Schools for Europeans and Eurasians.*—The Lieutenant-Governor, in a Minute dated 25th February, reviewed the position of these schools, with a view to affording such relief in the education of the poorer classes as circumstances seemed to warrant. From the returns then before His Honor, it appeared that about 254 European and 1,021 Eurasian children of a school-going age were not attending any school, and that there were 43 institutions in the city for the education of children of these classes. Under these circumstances, it was deemed best to invite the co-operation of existing bodies and private societies interested in education, and to assist them by grants-in-aid under existing rules, either in enlarging their present schools, or in opening branch schools in quarters where most needed. It was estimated that a sum of Rs. 13,000 per annum, in addition to the present allotment for Calcutta, would provide the required means for extending the operations of existing schools in a way that would be likely to bring into school most of those children who now kept away. This amount has been provided by withdrawing portions of the grant-in-aid allotments for districts

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in Behar, where they were not at present required, and transferring them to Calcutta: and the Inspector is now occupied in apportioning additional aid amongst the various managing bodies already engaged in the work of educating the poorest classes of Europeans and Eurasians. The schools thus aided are in all cases under the management of religious societies, and the same zeal which set these schools on foot may be safely trusted to make the Government aid go as far as possible in extending the means of instruction to those poor children of a school-going age who are not yet at school. Proposals have been made to managers to open branch schools in those quarters where there are many Christian children, but which are at a distance from existing schools. The full effect of these measures will appear next year.

241. As regards the class of schools to which grants are now assigned, Mr. Woodrow writes:—

"Government grants are intended to assist the poor to get education for their children; and as a broad principle it is assumed that such children do not want high instruction. High instruction in English is self-supporting in large Government schools and in numerous other schools. No grants therefore in Calcutta are given for higher schools. The Calcutta Boys' School and St. Joseph's School receive grants as middle schools, but have advanced beyond the limit intended for them, which causes an apparent violation of the principle; but the authorities of St. Joseph's School contend that they taught all that Government required and something more, for which they make no charge."

"The two oldest schools in Calcutta are the Free School and the Benevolent Institution. The Free School was endowed in 1734 with a meadow, on which subsequently the Mayor's Court was built by public subscription. This meadow was situated on the north and east of Tank Square, and the present Old Court-House Street received its name from the Court-House on the Free School property. This property was sold to Government for a perpetual rent of 800 sicca rupees a month. The 'meadow' has now become one of the most valuable pieces of ground in Calcutta."

"The Free School received compensation for the destruction of its property by Suraja Dowla and was amalgamated with another orphanage established on the retaking of Calcutta, and the funds of the two schools constituted the foundation of the Free School.

"The Benevolent Institution was established in 1809 by the Serampore missionaries. It was at one time the best school in Calcutta for the poorer classes of the Christian community, but such is far from being the case now."

242. The Inspector is of opinion that the present school provision in Calcutta is sufficient for the population, but that the maintenance of these schools is a heavy burden on the several managing bodies. On the question of fees, he says:—

"The question of fees is in an unsatisfactory state, and every school is interested in its settlement. Every school has now, and always had, pupils paid for by charitable individuals or societies. There is no limit to the extent to which this system may be carried. One zemindar paid the fees of every boy in his school, which thus practically became a free school, but it was ruled that the principle of the exaction of fees was intact. In 1864 the Governor-General in Council ruled that fees should be counted as contributions in the stipulated sum to meet Government aid, so that it was possible to give aid to schools which had no subscription list."

"The distinction between subscriptions and fees as regards the Government grant was thus obliterated. After this resolution subscribers gave, or were assumed to give, their subscriptions to pay for the fees of poor boys, and so it became possible to admit boys free to all schools; for in cooking the accounts any required portion of the subscriptions could be served up as schooling fees. In examining the accounts of a school it became impossible for me as Inspector to tell what part was subscription given to pay the fees of poor boys, and what part was subscription to carry on the school. In fact, the distinction was evanescent. Both kinds of subscriptions served the one purpose of helping to pay the expenditure of the school. A school cannot be carried on without expenditure, and the money required must be raised somehow."

"It has been supposed by some that the payment of a fee may tend to stop competition when rivalry is not desirable. But where there is rivalry, there is interest in the work, and interest in the work brings out subscriptions better than any other inducement. Government can take away its grant as easily as it can raise the fees. It never attempts to interfere with unaided schools. In the case of injurious rivalry between schools, the Director has sometimes taken away the grant altogether."

"Hence the recent orders of Government that no schools should be aided in which fees of some amount were not exacted is in virtual opposition to the previous orders of 1864."

"There are in Calcutta hundreds of utterly destitute European children; and if they cannot go to school till their own parents pay for them, they are doomed to grow up in ignorance, which is far from being the wish of Government; and if charitable people and

congregations pay fees for them, as is now the case, the order about fees is practically evaded and the object for which it was issued is not apparent." SECONDARY INSTRUCTION.

243. RAJSHAHI DIVISION.—During the year the Inspector visited 217 of the superior schools of this division, and the general impression made was that "superior schools of all descriptions are gradually sinking" The causes of this decline in secondary instruction, which has been noticed in this division during the last two years, are thus summarised by Babu Bhudev Mukerji. (1) The re-actionary character of the movement in 1872-73 in favor of primary and in disfavor of secondary schools; (2) the lax supervision of the secondary schools on the part of the subordinate inspecting agency; (3) the lowering of the middle standard nearer to that of the primaries; (4) the introduction into that standard of subjects for examination which could not guide school instruction; (5) the restlessness of the teachers, caused by the attractions offered to them by the Native Civil Service examination. These causes have for the most part lost their force by lapse of time, or are in course of removal; but a more deep-seated cause than any of the above, which has been working to the deterioration of the superior schools, cannot be removed without the co-operation of other departments.

"That cause," says the Inspector "is a feeling of utter stagnancy of promotion in their department. A young man now entering as a schoolmaster feels that his chance of rising in the service is but small. This feeling is not justifiable in all cases. But such cases are the few exceptions, and go to prove the rule. The lowering of the schoolmaster's calling, along with the spread and advance of education in a country, is probably a law the operation of which it is perhaps not possible altogether to oppose. But the necessities of this country, where schoolmasters have to adapt a foreign education to their young countrymen, require that they should be men of much more capacity than where such adaptation is not required. The operation of the law under which schoolmasters get lowered as education advances needs, therefore, to be withstood here to the utmost extent possible. The Education Department should still retain some attractions for our best college youth; and the best way appears to me to establish a recognised opening from this department to other branches of the public service. The old Council of Education, consisting, as it did, of gentlemen in exalted positions, very frequently promoted men from the Education Department, and thus made it attractive to the very best college alumni of their time. If the Director of Public Instruction were called upon to do now as the Council of Education did in their time, the Education Department will again rise in attractiveness, although there be more openings and professions now for our young men than there were in those times. Even now Commissioners, Judges, and Magistrates take our men for service into other lines, but they do it now not exactly in the way in which the department itself would be advantaged. I would recommend that there be a recognised and legitimate passage for promotions or transfers of this nature. As it is, the Education Department, which prepares capable men for every branch of the public service, fails to get capable men for itself. It will not lose by becoming a stepping-stone for a few—for a few only will actually pass, while the large number of abler men that will come on its attractiveness being increased must of necessity continue within the department."

244. *Middle Vernacular Schools.*—There has been an increase of schools of this class during the year from 219 to 231, and of boys in attendance from 8,577 to 9,473. Of the pupils, 6,549 were Hindus, 2,917 Muhammadans, six Christians, and one other; and classified socially, 58 belonged to the upper classes, 4,105 to the middle, and 5,310 to the lower. Classified according to progress, 3,167 were in the first and 3,854 in the second primary stage of progress, while 2,389 were in the middle stage, and 63 in the upper. The cost of these schools was Rs. 71,326, of which Rs. 31,995 was contributed by the State and Rs. 39,331 from local sources.

The people take an interest in the welfare of these schools, and the Government schools are not always the best.

245. *Vernacular Scholarship Examination.*—This examination was held from the 30th November to 3rd December in the different districts, and the following are the statistics of the examination:—

DISTRICTS.	Number of schools eligible to send candidates.	Number of schools that did send candidates.	Number of candidates sent.	NUMBER PASSED.			Number of scholarships given.
				First grade.	Second grade.	Third grade.	
1. Murshidabad	52	32	86	1	6	33	6
2. Rajshahi	21	18	44	1	2	21	4
3. Malda	16	10	45	1	4	26	3
4. Dinajpur	22	9	31	.....	3	18	5
5. Rangpur	53	29	87	.....	8	36	7
6. Bogra	26	18	71	...	17	31	3
7. Pubna	44	44	179	7	34	99	10
Total ...	234	160	543	10	74	264	38

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246. Of the 38 scholarships awarded, three belonged to the Cooch Behar division, where there were no qualified candidates. The Pubna schools far outstrip the schools of the other districts in this examination, and while the other districts have deteriorated in secondary instruction, Pubna has made some advance. This the Inspector attributes, in some degree, to the intelligent supervision of the Pubna schools by Babu Bhuban Mohan Neogi and Babu Sarat Chandra Das, late Deputy Inspectors of that district, but now transferred to Rajshahi and Dinajpur.

247. *Middle English Schools.*—There were 62 aided and six unaided schools of this class, with 3,243 pupils, against 69 in the previous year, with 3,084 pupils. In creed the pupils consisted of 2,539 Hindus, 693 Muhammadans, two Christians, and nine others; classified according to progress two were in the upper stage, and 1,031 in the middle stage, while 1,413 were in the first division of the primary stage, and 797 in the second. The cost of the schools was Rs. 17,877 to the State, and Rs. 31,352 to the people. These schools are generally supported by a wealthier section of the community than that which supports the vernacular schools, but, as was pointed out last year, they labor under the disadvantage of having no Government schools to serve as models. This, the Inspector thinks, is to be regretted. He adds:—

"The success which, under really competent teachers, I expect such model English schools must attain will not fail to act upon the zillah Government schools, where, as I have been saying for several years, English is not being taught in the way it should be taught to foreign boys."

"I have been long convinced that the theory of these schools is the most correct for this country. But I must say that their success, although not small, is far from being equal to my expectations. As a rule the English teachers of the middle English schools are not men of the stamp we want. These should have the power of *adapting* a foreign education to the comprehension of the youth of this country. But I fear there are none such. My idea is that the middle vernacular schools of Government have nearly done their work as pioneers of middle vernacular education, the aided schools having come up to their level. These might, with advantage, be converted into a smaller number of English middle schools under well paid and competent teachers, and planted at the sub-divisional head-quarters and other likely places of the different districts to serve as models to the aided schools of this class. There are at present 29 Government middle vernacular schools in the division. Their cost to Government was Rs. 7,553 in the last year. We can have five Government middle English schools at the same cost."

248. *Minor Scholarship Examination.*—This examination was held simultaneously with that for vernacular scholarships, and the statistics are given below:—

Districts.	Number of schools eligible to send candidates.	Number of schools that did send candidates	Number of candidates sent.	Number passed. First grade.	Second grade.	Third grade.	Number of scholarships gained.
Murshidabad	25	13	43	...	5	8	3
Rajshahi	9	7	28	...	2	14	3
Malda	4	1	5	...	1	2	1
Dinajpur	8	1	2	...	...	...	...
Rangpur	7	2	6	...	2	2	4
Bogra	2	2	5	1	...	1	1
Pubna	13	10	0	2	1	19	4
Total	68	36	119	3	11	46	16

249. In this examination too the success of the Pubna schools is conspicuous. The Murshidabad schools have not done so well as in the previous year, while the Rangpur schools have done very creditably. The advance in the Rangpur schools is attributed by the Inspector to the interest taken in the district schools by the Magistrate, Mr. Glazier, and to his carefulness in seeing that the inspecting officers do their duty.

250. *Higher English Schools.*—The number of higher English schools in the division was 17, with 2,320 pupils, against 16, with 2,161 pupils, in the previous year. The Sarda School is the additional higher school which was opened during the year. The total cost of the schools (exclusive of the unaided) was Rs. 55,635, to which the State contributed Rs. 23,168. The pupils consisted of 1,878 Hindus, 434 Muhammadans, seven Christians, and one other, and 69 were returned as belonging to the upper classes of society, 1,863 to the middle, and 388 to the lower. Classified according to progress, 471 pupils were in the upper stage, 1,158 in the middle stage, 570 in the second, and 121 in the 1st division of the primary stage.

251. The seventeen schools consisted of seven Government schools—six aided and four unaided. The best school of this class in the division is the High School at Bauleah, at which First Arts classes have been started through the liberality of Rajah Haranath Rai. The Rani Sarat Sundari of Puttia has generously provided the funds necessary to erect additional rooms for the accommodation of the college classes. "The Bauleah school," says the Inspector, "is evidently made much of by the zemindars of the district. If all the great landholders of the

Rajshahi division, north of the Padma, will combine with them, and raise the High School to the status of a first class college, they will meet a felt want, such an institution being much required for this part of the country."

252. The Bauleah school did exceedingly well at the entrance examination, having passed 19 candidates out of 38, three of them being placed in the first division, nine in the second, and seven in the third. The Rangpur school also did well, passing seven candidates out of eight, of whom six were placed in the second division, and one in the third. The schools of this class, however, in the Rajshahi division, do not come up to the standard of efficiency that has been attained by similar schools in the more southern or eastern districts. As regards the causes of the comparative weakness of the Higher English schools in this division, the Inspector says :—

"The teachers of superior schools in the greater part of the Rajshahi division come from the colleges of Dacca and Berhampore. Under such circumstances, the schools of East Bengal must have their first choice of the Dacca College students, and Berhampore it is well known has been always a weak college. The distance of the Rajshahye districts from Krishnagur, Hooghly, and Calcutta, and the intervention of the Padma—an object of terror to the young men of Southern Bengal—have heretofore acted, and still act, as deterrents on the graduates of the colleges of that part of the country to seek for service in this division. With the North Bengal Railway opened and the Berhampore College raised, or what would be better still, the High School of Bauleah made a first class college, the prospects of the higher schools of Rajshahi will very greatly improve. I cannot help thinking that the Berhampore College was a mistake where it is; its right place was either Bauleah or elsewhere north of the Padma river."

"It is thus seen that the superior schools of the Rajshahi division have not been able to secure for themselves such a body of teachers as South and East Bengal. I know that there are bright exceptions to the rule, that some of the teachers are as good as may be found in the most advanced parts of the country; but the remark is nevertheless generally true that there is room for much improvement in the *personnel* of our teaching staff in this division."

253. There is doubtless much force in the plea put forward by the Inspector to account for the backwardness of some of the higher schools in this division; but now that the attractions of the Civil Service classes have ceased to operate, and that the professional prospects of pleaders are no longer so encouraging as they were, we may reasonably expect to get a supply of better qualified men for the masterships of these schools. The Inspector complains that the action of the district committees in filling vacancies in schools has sometimes seriously tended to impair their efficiency, and he quotes instances which support that view. That cause of complaint has, however, been removed by the recent orders of the Lieutenant-Governor.

254. The mat houses in which the Rangpur and Bogra schools were accommodated were burnt down during the year, and much of the school property destroyed. It is desirable that the schools at both stations should in future be located in brick-built houses. The zemindars in Rangpur and Bogra are as rich as in any other district, and, in the opinion of the Inspector, "a little earnest and continued attention to the matter would bring about what is required." In 1873 Government offered to grant a sum of Rs. 10,000 for the purpose of erecting a suitable building for the Rangpur School, provided the sum of Rs. 12,000 was raised locally.

255. *Junior Scholarship Examination.*—The statistics of this examination are subjoined :—

Districts.	Number of schools eligible to send candidates.	Number of schools that did send candidates.	Number of candidates sent.	Number passed in			Scholarships gained
				First grade.	Second grade.	Third grade.	
1. Murshidabad	4	4	54	.....	8	13	4
2. Rajshahi	3	3	55	3	10	9	9
3. Malda	1	1	5	.....	.....	...	.....
4. Dinajpur	1	1	6	.....	.....	1	....
5. Rangpur	3	3	11	.....	7	2	3
6. Bogra	1	1	3	.....	.....	...	.....
7. Pubna	3	3	19	...	2	3	2
Total ...	16	16	153	3	27	28	18

Except as regards the Bauleah and Rangpur schools, the above result is not satisfactory. The Berhampore Collegiate School sent up 24 candidates, of whom only five passed, four being placed in the third division. The preliminary examination in surveying and physical geography was held at Berhampore by Dr. Shircore and Mr. Weekes, who expressed satisfaction at the result.

256. Cooch Behar Division.—*Middle Vernacular Schools.*—The number of schools of this class in the division was 20 with 778 pupils, against 15 with 533 pupils of the preceding year. The schools consisted of one Government model school, 11 aided, and 8

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unaided schools; and there were 364 Hindus and 414 Muhammadans on the rolls. In social position 13 belonged to the upper, 254 to the middle, and 511 to the lower classes. These schools are reported by the Inspector to be generally of an inferior character, but efforts are being made to improve them by importing teachers from Bauleah Normal School.

257. *Vernacular Scholarship Examination.*—There were 28 candidates from 11 schools in the Julpigoree district, of whom seven passed and one gained a scholarship. There was no examination at Darjeeling, and three out of the four scholarships available for the two districts were awarded to boys in the Rajshahi division.

258. *Middle English Schools.*—The number of these schools was four with 145 pupils, the number of schools being the same as in the previous year, but with an increase of 23 pupils in attendance. The school at Darjeeling had fallen into a state of disorganization, but the Deputy Commissioner has lately put it on a better footing.

259. *Minor Scholarship Examination.*—There were no candidates for this examination from either district.

260. *Higher English Schools.*—There were two schools of this class, the aided school at Julpigoree and St. Paul's School at Darjeeling. The financial condition of the Julpigoree school cripples its efficiency, and the proposal of the District Committee to secure the school a larger grant has not been successful. As the station will soon be the terminus of a railway, the school will acquire additional importance, and it ought to be put on an efficient footing. Only one candidate went up to the entrance examination from St. Paul's School, and he failed.

261. DACCA DIVISION.—*Middle Vernacular Schools.*—The statistics of these schools are given in the following table:—

DISTRICT.	Government, circle, and aided schools.	Pupils.	Unaided.	Pupils.	Total.	Pupils.
Dacca	104	4,777	3	91	107	4,868
Fureedpore	41	1,545	10	397	51	1,942
Backergunge	30	1,689	4	217	34	1,906
Mymensingh	45	1,777	5	257	50	2,034
Total ...	220	9,788	22	962	242	10,750

Compared with the figures of the previous year, these show an increase of 25 Government and aided schools, and 830 scholars during the year, while there has been a decrease of unaided schools from 51 to 22. The real decrease is but slight, as 25 unaided schools have been transferred to the aided list.

262. *Vernacular Scholarship Examination.*—The results of this examination are embodied in the following table:—

DISTRICT.	Number of competing schools.	Number of candidates appeared.	Number that passed.	Number of scholarships obtained.
Dacca	82	372	215	8
Fureedpore	36	143	78	7
Backergunge	35	178	101	7
Mymensingh	48	217	111	7
Total ...	201	910	505	29

Compared with the previous year, these figures show that the schools sending up candidates have increased in number from 174 to 201, and the number of candidates from 766 to 910; while the number passed has increased from 475 to 505. "Notwithstanding these favorable results," says Dr. Robson, "the inspecting officers are unanimous in thinking that the absence of prescribed text-books in literature in the examination has had an injurious influence on the efficiency of the schools. The pupils of the first and second classes now study their literature lessons in an indifferent and perfunctory way, with the feeling that what they are reading will not tell at the examination. This is a serious evil, but the remedy is easy."

The present system, however, has its advantages, and the questions set at the examination should indicate to a teacher the kind and extent of the knowledge of Bengali which his pupils are expected to acquire, and the character of the text-books which it will be necessary to read.

263. It was expected that the rule restricting the number of scholarships a single school could gain to two, would tend to depress good schools. The schools have, however, shown no sign of deterioration. The four best schools of the Dacca division passed 89 candidates at the last examination, against 68 in the year 1871, when the present rule was not in force: and it is clear that a rule which acts as a stimulant to all the schools of a district, must be preferable to one which would permit all the prizes to be carried off by a single crack school.

264. The circle schools of the Dacca district are more successful than in the other districts, and there is a difference of opinion between the Inspector and the Committee as to the relative merits of these schools and the grant-in-aid schools. The statistics of these schools for the district, as regards average attendance and cost, are the following:—

Number and description of Schools.	Average attendance.	Expenditure.		Cost per head.	
		From Government.	From local source.	To Government.	Altogether.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Fifty grant-in-aid schools	1,481	6,018 2 8	9,514 10 6	4 0 0	10 7 9
Fifty-three circle schools	1,934	6,553 7 4	3,025 13 0	3 2 0	4 11 11

265. These figures show a larger attendance in circle schools, and a much smaller total cost. "The Committee," Dr. Robson remarks, "appeal to the results of the vernacular scholarship examination in proof of the superior education given in the circle schools, but the facts appear to me to lead to an opposite conclusion. The 50 aided schools, with an average attendance of only 1,481 pupils, sent up 190 candidates to the last examination, of whom 102 passed; while the 53 circle schools, with an average attendance of 1,934, sent up only 105 candidates, of whom 75 passed. The larger attendance of the circle schools, which brings down the average cost of each pupil's education, is owing to the larger number of pupils in the primary stage. That the proportion of pupils in the higher classes is considerably larger in the aided than in the circle schools, is proved by the greater number of candidates sent up for examination."

"I am unable to concur with the District Committee in thinking that it would be advisable to abolish some of the aided schools, in order to establish new circles with the funds thus set free. It is, besides, difficult to understand how discipline can exist in a school where the higher classes are under the charge of a peripatetic teacher, who is present only twice a week, and who comes and goes at his pleasure. The credit of the circle system is, I believe, kept up by a few superior schools located in the villages where the pundits reside, which get a disproportionate share of attention at the expense of other schools, to reach which they have to walk some distance."

266. The Officiating Commissioner is inclined to agree with Dr. Robson on this point, and at all events he thinks the experiment, if tried at all, should be carried out with caution. I am inclined to think, however, that the Inspector hardly gives due credit to the circle system. The fact that the highest classes in circle pathsalas get instruction for only two days in the week, while in aided schools they get it every day, show that both the discipline and the teaching must be generally excellent, in order to produce the good results shown in the examination.

267. *Middle English Schools.*—The following is the table for the district:—

District.	Aided.	Boys.	Unaided.	Boys.	Total.	Boys.
Dacca	38	2,056	8	202	36	2,258
Fureedpore	20	1,053	6	304	26	1,357
Backergunge	18	1,355	...	.....	18	1,355
Mymensingh	20	1,236	3	215	23	1,451
Total ...	91	5,700	12	721	103	6,421

This shows an increase of 23 aided schools and 1,461 pupils for the year, and a decrease of 14 in the number of unaided schools, or a net gain of nine schools and 829 scholars.

268. *Minor Scholarship Examination.*—The following are the statistics of this examination:—

District.	Competing schools.	Number of candidates that appeared.	Number that passed.	Number of scholarships.	Remarks.
Dacca	16	57	29	4	Two surplus scholarships belonging to Chittagong have been awarded to Backergunge and Mymensingh.
Fureedpore	6	25	9	2	
Backergunge	12	35	19	5	
Mymensingh	14	61	36	6	
Total ...	48	178	93	17	

In the previous year 49 schools sent up 158 candidates and passed 118: while this year, out of 178 candidates, only 93 passed. This result is unsatisfactory, and in the opinion of the Inspector indicates a deterioration in the quality of the candidates sent up. In explanation of this deterioration, Dr. Robson says—"The inspecting officers are of opinion that the abolition of prescribed text-books in literature has had a bad effect upon the middle English schools."

SECONDARY INSTRUCTION.

"There is another serious evil connected with the minor scholarship examination, which is acting injuriously on the teaching of English in middle schools. Until three years ago one-half marks in English were required for the 1st division, three-eighths for the 2nd, and one-fourth for the 3rd. This secured attention to the English lessons, and a more thorough acquaintance with the subject than is now seen in the higher classes of these schools. According to the present arrangements, a boy, who is well up in other subjects, may pass the minor examination, and even get a scholarship with little or even no knowledge of English, as only the total number of marks is taken into account. The minor scholarships are thus practically converted into vernacular scholarships, for they may be gained by a candidate who does not know the English alphabet."

"A minor scholarship is tenable for two years, and theoretically the holder of it should be ready to appear at the entrance examination at the end of that period. As a matter of fact, however, minor scholars are so imperfectly acquainted with English, that they have generally to be put into the 4th class of the zillah school, only a very few being found qualified to join the 3rd class. As they are for the most part very poor lads, depending for subsistence on their scholarships, they have usually to be indebted to the liberality of some charitable individual for one or two years after the expiry of their stipends before they reach the great goal of their aspiration—the entrance examination. The intention of Government in making these scholarships tenable for two years is defeated by the low standard, or no standard in fact, in English required for the minor scholarship examination, for these boys are quite fit to join the second class of a zillah school in every subject except English."

269. The Officiating Commissioner is of opinion that it is advisable to reconsider the question of text-books, both for the vernacular and minor scholarship examination, and that, for success at the minor scholarship examination, a minimum number of marks in English should be required.

270. It has recently been decided that at the examination of 1876, candidates for minor scholarships should be required to gain at least one-third of the marks for English to entitle them to a scholarship. It is desirable, too, to prescribe a more definite standard in English for this examination. The standard in English taught in the third class of every zillah school is well known, and varies but slightly from school to school. If this were adopted as the standard in English for minor scholarships, it would only practically be adopting the standard which was originally intended. But it is questionable whether the present teachers in aided schools could bring their pupils up to this standard.

271. The difficulty of working any standard by a limit of age is notorious in this country, and for junior scholarships no maximum limit is prescribed.

"This," remarks Dr. Robson, "fairly enough brings up the question of the advisability of doing away with all restrictions of age for both vernacular and minor scholars. The present plan (whatever its advantages) unquestionably produces a considerable amount of lying every year, especially where youthful looks render deception easy; and where a boy looks older than he really is—and cases of this sort are common—he will be disqualified for a scholarship, though really not above the prescribed age; for Inspectors and Deputy Inspectors have come to the conclusion that in the question of age, it is, on the whole, safer to judge by appearances than to trust to horoscopes and other documents, the fabrication of which is so easy and so common."

272. *Higher English Schools.*—The following table embodies the statistics of these schools:—

Schools.	Pupils.	Entrance candidates.	Passed in the 1st Division.	Passed in the 2nd Division.	Passed in the 3rd Division.	Merit mark.	Scholarships gained.	Government net grant, including survey and Mohsin Fund.	Total expenditure.
								Rs. A. P.	Rs. A. P.
I.—*Government Schools.*									
Dacca Collegiate School ...	487	65	3	18	5	50	4	6,250 0 0	13,447 7 10½
Fureedpore Zillah " ...	236	20	1	8	2	21	2	3,400 0 0	4,895 15 0
Burrisal " " ...	373	16	...	5	5	15	3	3,900 0 0	9,571 7 9
Mymensingh " " ...	458	16	6	4	1	27	5	4,140 0 0	8,988 11 11
II.—*Aided Schools.*									
Teghoria School ...	68	5	2	...	...	6	2	360 0 0	1,117 8 4
Kalipara " ...	86	1	...	...	...	...	...	506 0 0	1,881 9 0
Rowail " ...	66	1	...	...	...	...	...	360 0 0	1,000 1 0
Basanda " ...	61	3	...	...	...	...	...	720 0 0	1,949 3 3
Joydevpore " ...	47	None competed.				...	...	487 8 0	1,562 15 0
III.—*Unaided Schools.*									
Jagannath School ...	525	41	1	4	5	16	1	.....	7,894 6 0
Pogose " ...	393	25	1	1	1	6	1	.....	6,548 13 0
Ghani Meah's " ...	277	23	...	2	5	9	...	.....	2,169 9 9
Janhavi's " ...	98	8	...	1	1	3	...	.....	3,155 7 6

The Brennand school was broken up during the year, and the Joydevpore middle school was raised to the status of a higher school, so that the number of schools remains the same as in the previous year, but the attendance is larger by 128. Of the 3,175 boys on the rolls, 2,889 were Hindus, 254 Muhammadans, 25 Christians, and seven others.

273. The Dacca Collegiate School maintains its place at the head of the list, and the Mymensingh school stands first among the zillah schools. The attendance of pupils at the Mymensingh school has increased by 66 during the year, this increase being due to some extent to the larger number of Muhammadan boys who have joined the school under the inducement held out for part payment of fees from the Mohsin Fund. The Fureedpore school is the smallest of the zillah schools, and, considering the backwardness of the middle English schools of the district, it did remarkably well in the examination. The Burrisal school during the last two years has lost the pre-eminence it formerly had. Owing to mismanagement on the part of the District Committee, no advantage was taken of the Mohsin Fee Fund in assisting Muhammadan boys. The building in which the school is located is most unsuitable for the purposes of a school. The rooms are low, damp, and ill-ventilated, and are most inconveniently crowded. The Officiating Commissioner states that he is endeavouring to raise local funds towards the erection of a new school building, plans for which have been prepared by the Executive Engineer, involving an estimated cost of Rs. 40,000; and it is hoped Government will make a special grant to assist the local efforts.

274. The Teghoria Aided School did well at the examination, but the aided schools are in fact, merely good middle schools kept up by the liberality of local zemindars, who are content to pay handsomely for the honor of having a higher class school. The Jagannath School ranks highest among the unaided schools, and Ghanimeah's free school second. The Janhavi School at Santosh, in Mymensingh, is kept up by Janhavi Chaudhrani, and that liberal and public-spirited lady must have been gratified at the success of two candidates from the school.

275. CHITTAGONG DIVISION.—There has been an increase of two in the number of middle schools, and of 394 in the number of pupils attending them.

276. *Middle Vernacular Schools.*—There were 66 schools of this class, with 2,676 pupils at the end of the year, against 64 schools, with 2,424 pupils, in the previous year, giving an increase of two schools and 252 scholars for the year. The increase in the number of pupils is attributed by the Inspector to the advanced pathsala boys continuing their studies in the middle schools, and he expects a larger accession of pupils from this source in future years.

277. *Vernacular Scholarship Examination.*—The statistics of this examination are given in the following table:—

DISTRICTS.	Number of competing schools.	Number of candidates who appeared.	NUMBER PASSED IN THE			Total.	Number of scholarships obtained.
			First division.	Second division.	Third division.		
Chittagong	17	40	.....	4	14	18	5
Noakholly	20	55	.....	12	20	32	7
Tipperah	19	51	.....	10	26	36	7
Total ...	56	146	.....	26	60	86	19

In the previous year 44 schools sent up 138 candidates, of whom 83 passed. In order to restore to the Vernacular Scholarship certificate the value it had when it admitted the holder to the Pleadership examination, the Inspector recommends that those alone who gain the certificate should be considered qualified for subordinate posts in the service of Government.

278. *Middle English Schools.*—The number of these was 36, the same as last year, but the attendance has risen from 1,662 to 1,804, showing an increase of 142 pupils.

279. *Minor Scholarship Examination.*—The following table gives the results for the three districts:—

DISTRICTS.	Number of competing schools.	Number of candidates who appeared.	NUMBER PASSED IN THE			Total.	Number of scholarships obtained.
			First division.	Second division.	Third division.		
Chittagong	4	11	.....	1	6	7	1
Noakholly	1	4	.....	1	2	3	1
Tipperah	5	16	3	4	3	10	3
Total ...	10	31	3	6	11	20	5

SECONDARY INSTRUCTION.

In the previous year 45 candidates appeared, and 34 passed. "The result," says the Inspector, "is not very creditable to Chittagong and Noakholly. The so-called middle English schools are, with a few exceptions, vernacular schools in which ten or a dozen boys read English. The services of competent teachers cannot be secured for the small salaries which the aided schools are able to give, and consequently inferior men are employed. The Puttiah and Feringhi Bazar schools are the only real good middle English schools in the Chittagong district. None of the aided schools in Noakholly were able to send up candidates; those who appeared being all from the unaided station school. The Deputy Inspector says that its success may be accounted for from the fact that the successful students are principally those who join it from the zillah school."

"The result of the examination is creditable to Tipperah, the Annada school at Brahmanbaria being the only school in the Eastern Circle which passed boys in the first division."

280. The Maniksuri Middle English School in the Hill Tracts has not improved since last year. "The number of pupils," Dr. Robson writes, "has fallen from 17 to 14, and their attendance is said by the Deputy Inspector to be extremely irregular. The returns, however, give a good average daily attendance. The boys are all Mughs of the Mong Rajah's clan; nine of them read English and Bengali, and five Bengali only. They are paid Rs. 2 a head for allowing themselves to be taught, but the progress made appears to be inconsiderable. From the Deputy Inspector's description, they appear to be a set of jolly boys, passionately fond of music though not of study. The Deputy Commissioner considers the school on its present footing to be sheer waste of Government money. The proposal to transfer it to Roomah, where it will be under the immediate supervision of the subdivisional officer, will probably be carried into effect in the current year."

281. *Higher English Schools.*—The number of these schools was the same as in the previous year, but there has been an increase of 128 in the number of pupils. The statistics of the entrance examination are given in the following table:—

Districts.	Schools.	Pupils.	Passed in the				Scholarships.
			First division.	Second division.	Third division.	Total.	
Chittagong	Zillah, Government	191	.....	3	1	4	3
	Albert, private	185	.....	.....	1	1	.....
Noakholly	Zillah, Government	186	2	1	.....	3	2
Tipperah	Zillah, Government	243	2	5	3	10	2
	Mogultull, private	144	1	1	1	3	1

282. "This result," Dr. Robson writes, "is a great improvement on that of the previous year, when only ten candidates passed. Zillah schools depend to a large extent on the pupils sent to them from the middle schools of the district to continue their studies. Where these are numerous and efficient, as in Mymensingh, the zillah school flourishes. The middle schools of Chittagong being neither numerous nor efficient, it is not to be expected that the zillah school should show any signs of extraordinary prosperity. It must be borne in mind, too, that it has to compete with a rival school which readily gives admission to disappointed candidates for promotion, and to fugitives from discipline. In the educational report for 1872-73 it is stated that 'Sir Cecil Beadon originally suggested, as the zillah school-house was too small, and Government was not prepared to enlarge it, that the fees at the zillah school should be raised so as to incite the people to start a private school, and thus relieve the pressure for space at the zillah school. All this was duly carried out, and the opposition came into being, which is now represented by the Albert School.' If a similar course were adopted with regard to the zillah schools of Mymensingh and Burrisal, their prosperity would soon decline. If the circumstances of the case be duly considered, it will appear that the head-master's fitness for his post has been called in question on insufficient grounds. It was under his management that the school attained its highest prosperity, and it does not appear that he has been responsible for its decline. At the last entrance examination it did very fairly, passing four candidates, of whom three were in the second division."

"The Noakholly Zillah School is more prosperous now than it ever was before. The attendance rose during the year from 125 to 186. It passed three candidates at the examination, two of whom gained junior scholarships."

"The Comillah School came off with flying colors at the last examination, passing all the candidates who were sent up. Under the present head-master it has improved both in attendance and in discipline."

"The unaided Mogultoli School, which has an attendance of 144, passed three candidates at the entrance, one of whom stood first in the Chittagong division."

283. On this portion of the Inspector's report, the Commissioner remarks:—

"The Inspector's remarks as to the result of the entrance examination are worth noting. It would seem that the head-master of the Government School, Chittagong, is not deserving of censure for the decline of the school; in fact, the Inspector exonerates him from

much of the blame recently imputed to him. As pointed out by the Inspector, the prosperity of the zillah school depends on the efficiency of the middle schools: as has been pointed out, a low standard being taught in the latter the school at head-quarters suffers. Once induce a taste for something above a mere rudimentary education, and the efficiency of the zillah school is sure to increase."

284. PATNA DIVISION.—English education is popular and flourishing; vernacular education languishes. Only one vernacular school, and that a Government school, has been opened in the whole division during the year. Of 40 aided schools, only seven teach the vernacular scholarship course. The Inspector attributes the decline of vernacular education to a special cause, namely the orders abolishing Urdu, in addition to the general causes before mentioned. The Urdu language is in fact highly valued by the most influential classes, amongst the Hindus no less than amongst the Muhammadans; and all who wish for Government employment, or for what they consider a polite education, desert the schools and learn Urdu privately.

285. Mr. Croft is in favor of encouraging the growth of a school literature written in a language which may be expressed indifferently either in the Nagri character or in the Persian. The common literary language of Hindustan has hitherto been split into two sections, called Hindi and Urdu, chiefly by the influence of national and religious intolerance. One class of writers confines itself to words of Sanskrit origin, another to words of Persian origin. It is desirable, Mr. Croft thinks, to make an effort to unite these two elements into one copious language, the common property of both Brahman and Mussalman.

286. The Commissioner of Bhagulpore supports Mr. Croft's views. The Commissioner of Patna thinks the task of altering the language of a great population a gigantic one; and points out that there are in fact many languages, each extending over large areas, and each differing from the other and from the literary language. But I do not understand Mr. Croft's object to be the improvement of the spoken language up to the level of the literary style: this would be impossible in Behar as in Somersetshire. It is rather to simplify while enriching the literary language, to have one current literary language rather than two, and to reduce the difference between Hindi and Urdu to a difference of character mostly. The whole question is under separate consideration.

287. The vernacular education that exists is of satisfactory quality. The following table shows the results of the scholarship examination of 1874.

DISTRICTS.	Number of middle vernacular schools.	Number competing.	Number of candidates.	Number passed.	Number of scholarships gained.
Patna ...	13	10*	94	67	6
Shahabad ...	16	16*	70	49	6
Gya ...	10	15*	70	40	8
Sarun ...	16	13	96	57	8
Chumparun ...	3	2	9	2	.....
Tirhoot ...	33	26	215	148	11
Total ...	91	82	554	363	39

* In Patna one pathsala competed, in Shahabad two, and in Gya five.

Chumparun is extremely backward; it has one Government and one private school for the whole district. An application has been made to Government for an increase of the number of middle schools. In the double district of Tirhoot, the 21 middle schools maintained without fees by the Durbhunga Raj largely increase the quantity of middle vernacular education. All the other districts are much on a level as regards vernacular education, and in all the results are so good, says the Inspector, "as hardly to be beaten in any division of Bengal." The only cause of complaint is its deficient quantity.

288. The middle English schools were tested by the minor scholarship examination with the following results:—

DISTRICTS.	Number of middle English schools.	Number of competing schools.	Number of candidates.	Number passed.	Scholarships granted.
Patna ...	9	2	6	6	4
Shahabad ...	11	5	23	23	5
Gya ...	4	1	3	2	2
Sarun ...	1	1	1	1	1
Chumparun ...	2	.....	.....	.....	.....
Tirhoot ...	9	7	34	29	5
Total ...	36	16	67	61	17

SECONDARY INSTRUCTION.

The schools in the Shahabad district were the most successful. The Tirhoot aided schools are doing very well; a larger proportion competed than in any other district, and a larger total number passed. The English schools of Patna and of Gya, with the exception of Dinapore aided school in Patna district, are new and not yet strong. Sarun and Chumparun have only three English schools between them, one being the Motihari zillah school, lately reduced to the middle class.

289. *Higher English Schools.*—The following table gives the result of the entrance examination for last year :—

Schools.	Pupils.	Entrance candidates.	Passed in the 1st division.	Passed in the 2nd division.	Passed in the 3rd division.	Scholarships gained.	Government expenditure.	Total expenditure.
							Rs.	Rs.
Patna Collegiate	513	39	1	10	6	9	5,089	17,159
Arrah Zillah	296	8	.....	2	3	3	2,105	7,472
Gya "	288	10	.....	.....	1	1	2,444	5,753
Chupra "	266	4	.....	1	1	2	2,941	10,590
Mozufferpore "	227	3	.....	.....	3	3	1,471	7,152
Behar Aided	125	6	.....	.....	1	.....	968	4,665
Muradpore, private	87	17	.....	.....	1	.....	.....	1,276

Arrah school again comes first, with five candidates passed out of eight. Four of them afterwards joined the Patna College, an unusal circumstance, showing the increasing value set upon high education in that district. Gya school shows the largest increase in numbers, but did badly in the examination, the chief failures being in English; it suffered from three changes of masters during the year. Chupra school has done well for many years past; last year not so well as usual. In this school, as in Arrah and Gya, cricket and other gymnastics have been introduced, and have become popular.

Mozufferpore school sent up three candidates out of a class of 20; all passed. The number of candidates should have been greater; but the establishment has been hardly equal to its requirements, and proposals for adding considerable strength to it are now under consideration.

290. The finances of all these schools are flourishing. The expenditure, however, varies considerably. In the Patna Collegiate School, which may be taken as a standard, the yearly cost of educating each pupil is Rs. 33-6, of which Government contributes just Rs. 10. In the zillah schools, the total expenditure varies from Rs. 20 in Gya to Rs. 39-13 in Chupra; and the Government expenditure from Rs. 6-8 in Mozufferpore to Rs. 11 in Chupra. The expenditure in the latter school seems to need revision. In Gya the establishment needs strengthening, and next year will probably show an increase in expenditure.

291. The Inspector puts forward the following proposals for making all candidates for promotion to the second class of a zillah school pass the minor scholarship examination. In this he is supported by the Commissioner, but I have shown reasons why I consider the proposal unnecessary. "By recent orders of Government the minor scholarship course includes considerable elementary science. A boy has to take up two out of the three subjects—chemistry, botany, and natural philosophy. If he goes on to the zillah school, he will have to read physical geography for the entrance examination. But if he begins his education in the zillah school, the last subject is all he will have to learn in science throughout his school course. Boys in middle schools, therefore, besides the fact of inferior teaching, will be to a certain extent handicapped for the entrance examination, compared with zillah school boys. They will have more science to learn and less time to give to English. There will therefore be a tendency to desert the middle schools of the district for the zillah schools in which the course is easier. This is one reason why I think it advisable to make all candidates for promotion to the second class of a zillah school pass the minor scholarship examination. There are other reasons no less weighty. It would settle the difficult question of promotion. In many cases failure in the entrance examination arises from an unequal first class; boys having been promoted from class to class who ought to have been kept back. Such boys are a drag on the whole class. It would test the capacity of the lower teachers. It would require the head-master, for his own credit, to pay attention to the classes below those which he was immediately concerned in getting ready for the entrance. The examination (except for the English papers) being carried on in the vernacular, it would ensure that every boy who passed had a sufficient knowledge of his own language to be able to write answers rapidly and grammatically on various subjects. The vernacular is now taught in all zillah schools; but there is no inducement to excel in it; and in the third class nearly all boys desert it for a classical language."

292.—BHAGULPORE DIVISION.—The following table shows the expenditure in different classes of schools:—

GOVERNMENT AND AIDED SCHOOLS.	From Government.	From private sources.	Total.	COST PER HEAD		Cost per head in unaided schools.
				To Government.	Altogether.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Middle Vernacular	4,738	1,641	6,379	4·7	6·3	11·8
Middle English	5,030	9,285	14,315	8·8	25·1	9·4
Higher "	11,733	20,740	32,473	12·0	33·2	19·0

293. For English education the people are willing to pay double the amount of the Government contribution. But the Government system of vernacular education is by no means valued, private payments being only one-third of the Government contribution. The model vernacular schools are unpopular; and, though the teaching is good, they make little progress from year to year.

294. In middle vernacular schools there is little increase. There are 23 Government schools with 1,001 pupils, and three unaided, with 120 pupils. This shows an increase of three schools and 98 pupils. In Government schools Bhagulpore district has lost 140 pupils, Monghyr gained 60, and Purneah gained 100.

295. The following table gives the result of the vernacular scholarship examination:—

DISTRICTS.	Number of middle vernacular schools.	Number of competing schools.	Number of candidates.	Number passed.	Number of scholarships.
Bhagulpore	7	6	35	35	7
Monghyr	10	10	32	27	7
Purneah	7	4	24	10	6
Sonthal Pergunnahs	2	2	4	2	2
Total ...	26	22	95	74	22

In all 74 passed, against 90 the year before. The Bhagulpore schools stand in the highest rank of excellence; every candidate passed. Monghyr is not far behind. In each of these districts only one school failed to compete, all the rest were successful. The quality of middle vernacular education is therefore quite satisfactory. In Bhagulpore one boy passed after gaining a primary scholarship only four months before. In Monghyr the Muhammadpore E pathsala passed a candidate, who would have got a scholarship had he not been disqualified by age. In the Sonthal Pergunnahs only two of the four scholarships were taken up: the other two were given to deserving boys in Bhagulpore and in Monghyr. In Purneah nine Government schools were originally sanctioned; it has been found possible, however, to establish only five. The practising school attached to the Purneah Normal School passed three candidates and gained two scholarships; this school has no separate staff, but is taught altogether by the normal schoolmasters. An application for a separate establishment has been sent up.

296. The Inspector recommends for Bhagulpore division as for Patna, the reintroduction of Hindustani into Government schools, and the use of school-books capable of being printed in both characters. He further proposes, in order to make the schools popular, the addition of an elementary English class, upon the grant-in-aid principle, to all schools where the inhabitants are willing to pay half the cost of the teacher, Government contributing the other half. The Commissioner thinks this a very good idea.

297. In middle English schools there is an increase of five unaided, with 124 pupils. The total number on 31st March 1875 was 21 schools (nine of which were Government schools) and 824 boys. The following table shows the result of the minor scholarship examination:—

DISTRICTS.	Number of middle English schools.	Number of competing schools.	Number of candidates.	Number passed.	Number of scholarships.
Bhagulpore	7	3	16	15	4
Monghyr	2	1	1	1	1
Purneah	8	1	1	1	1
Sonthal Pergunnahs	4	2	8	4	3
Total ...	21	7	26	21	9

SECONDARY INSTRUCTION.

In all 21 passed; 17 the year before. Bhagulpore is again conspicuously successful. The Barari unaided school sent 10 candidates, nine of whom passed, and two gained scholarships. No other private school competed in any district. Of the aided schools in Bhagulpore and Sonthal Pergunnahs, two competed out of three, in Monghyr one out of two, and in Purneah one out of four. Two of the three Monghyr scholarships were not taken up; they were awarded to the most deserving boys in other districts in the Patna division.

298. *Higher English Schools.*—There is a zillah school in each district, two aided schools in the Sonthal Pergunnahs, and one private school in Monghyr; total seven, with 957 pupils, against 945 the year before. The following was the result of the entrance examination:—

Schools.	Pupils.	Entrance candidates.	Passed in the 1st Division.	Passed in the 2nd Division.	Passed in the 3rd Division.	Scholarships gained.	Government expenditure.	Total expenditure.
							Rs.	Rs.
Bhagulpore zillah ...	487	23	.....	2	7	4	2,904	11,036
Monghyr " ...	205	7	.....	2	3	5	2,955	7,288
Purneah " ...	112	.....	.....	.....	.....	...	2,259	5,317
Deoghur " ...	54	4	.....	.....	1	1	2,745	3,405
Pakour aided ...	62	6	.....	.....	1	1	} 678	6,818
Mohespore " ...	59	.....	.....	.....	.....	.....		
Baptist Mission, Private ...	78	12	.....	.....	1	1	.....	1,473

Considering its numbers, the Monghyr school is the most successful in this division. The pupils of the Bhagulpore school increased by 90 during the year, and the classes, 10 in number, have become so overcrowded and unwieldy that the greatest care is needed to keep the boys in each class at nearly the same level of attainments. The Purneah school is still at the lowest level in numbers and in quality; it is said to have made good progress under the present head-master. Of Deoghur school no report was received.

The total cost of educating each pupil in a zillah school increases from Rs. 22-10 in Bhagulpore to Rs. 63 in Deoghur. The cost to Government increases, in the same order, from Rs. 6 in Bhagulpore to Rs. 51 in Deoghur.

299. Orissa Division.—*Middle Vernacular Schools.*—The number of schools and of pupils attending them is shown in the following table:—

Districts.	Government Schools.		Aided Schools.		Unaided Schools.		Total.		Remarks.
	Number of schools.	Number of pupils.	Number of schools	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	
Cuttack ...	4	169	6	225	.....	.....	10	394	
Pooree ...	8	296	5	257	1	32	14	585	
Balasore ...	3	130	9	343	3	92	15	565	
Total	15	595	20	825	4	124	39	1,544	

Of the 1,544 children in these schools, nine were in the upper stage of progress, 546 in the middle stage, and 989 in the primary stage; 1,320 of them were Hindus; 134 Muhammadans; and 90 Christians.

300. The entire cost of the 15 Government schools was Rs. 3,506, of which the State contributed Rs. 3,057 and the people Rs. 449; the cost of the 20 aided schools was Rs. 6,930, of which the State contributed Rs. 3,162 and the people Rs. 3,768.

301. In Cuttack there is a greater demand for English than for vernacular education on account of the prospective advantages a knowledge of English holds out. The schools of this class are reported to be making fair progress, except at places where there are inefficient teachers.

302. The Joint-Inspector says—"There is no dearth of qualified men to take up teacherships of vernacular schools, but district committees and managers of aided schools, with whom their appointment solely rests, have not generally the means at their command to compare the merits of candidates for teacherships. Hence it not unfrequently happens that the best men are rejected in favor of others known to the committees or managers" Under recent orders Inspectors will now have a stronger voice in filling up vacancies in Government schools, and Mr. Hopkins is of opinion that appointments in aided schools ought to be vested in them absolutely.

303. *Vernacular Scholarship Examination.*—The following table gives the result of the examination for the last two years :—

Districts.	1873-74.			1874-75.		
	Number of candidates.	Number passed.	Number of scholarships awarded.	Number of candidates.	Number passed.	Number of scholarships. awarded.
Cuttack	28	19	5	41	28	4
Pooree	16	8	5	20	18	4
Balasore	38	19	4	32	23	4
Total ...	82	46	14	93	69	12

The result of the examination in 1875 was better than that for the previous year. On the course prescribed for this examination, the Joint-Inspector remarks—" The change made two years ago in the subjects of examination had a marked effect in lowering the status of middle class schools; but this subject has received the attention of Government, and under the Lieutenant-Governor's Minute dated 3rd May, the standard has been raised. It is to be hoped that in future there will be no complaint on this ground."

304. *Middle English Schools.*—There were 15 schools of this class at the end of the year, 14 being aided schools, with 787 pupils, and one unaided, with 98 pupils. These 885 pupils consisted of 216 Christians, 592 Hindus, 77 Muhammadans; 12 belonging to the upper classes, 414 to the middle, and 408 to the lower, while the parentage of 51 was unknown. In progess 12 were in the upper stage, 276 in the middle stage, and 597 in the lower stage.

305. There has been a gain of two schools and a loss of 25 pupils during the year, which is thus explained by the Inspector. "Last year's figures included a flourishing school at Cuttack, which is the best school of the kind in the division, viz., the Cuttack Anglo-Urdu school. But since the close of the last official year the manager of that school has refused to receive grant-in-aid, and the school has now become a private one; and as no returns were furnished, it is not included in our returns. Another private school has also been started in the town of Cuttack and promises fair success. Taking these two schools into account, the actual increase in the number of schools and students attending them would be 4 and 165 respectively."

306. The total expenditure upon ten schools with 568 pupils in the Cuttack district, was Rs. 8,436, to which the State contributed Rs. 3,421: in the two schools in the Pooree district, with 84 pupils, the expenditure was Rs. 1,349, of which Government contributed Rs. 612; and in the three schools with 233 pupils in the Balasore district, the Government contributed Rs. 864 to a total expenditure of Rs. 2,287.

307. The Inspector thinks there has been some improvement in these schools during the year, but that generally they are not as efficient as they ought to be. One change he looks upon as most necessary before any permanent improvement can be effected, viz., the vesting in the Inspector of all appointments of teachers in aided schools. That might bring about some improvement, but the great drawback to the elevation of these schools is the low scale of salaries they are obliged to adopt. The Joint-Inspector says—"My experience, short though it is, leads me to suppose that there is much truth in the popular observation, that people who are of no use in any other place generally take appointments in aided schools."

308. *Minor Scholarship Examination.*—For this examination there were 41 candidates, of whom 31 passed, against 26 candidates, and 19 passed, in the previous year. These figures indicate fair progress.

309. *Higher English Schools.*—The only schools of this class were the three zillah schools at Cuttack, Pooree, and Balasore, and two private schools, St. Joseph's School at Balasore, and the Cuttack Urdu School, which was converted a short time ago from a middle class aided school into an unaided higher school. The school department of the High School at Cuttack had at the close of the year 234 boys on the rolls, against 216 in the previous year: it has a net grant of Rs. 3,000 from Government, and the fees collected amounted to Rs. 4,461: the expenditure was Rs. 7,282. In the two zillah schools at Pooree and Balasore there was an increase of eight in the number of pupils, and the total number of boys on the rolls of the three Government schools was 494, consisting of 454 Hindus, 22 Muhammadans, 17 Christians, and one other. These were divided into 14 boys belonging to the upper classes, 442 to the middle, and 38 to the lower. Of the difficulties in the way of the extension of education, the Joint-Inspector says—"One deplorable circumstance connected with these and other schools in Orissa is, that they have not the sympathy of most of the wealthy residents. Our schools are supposed to be nothing better or worse than nurseries for training Government servants, and school education is supposed to fit a man for nothing else than Government service: hence it is that landholders, merchants, and others, who are not anxious to see their sons employed under Government, consider it useless to send them to school."

310. *Junior Scholarship Examination.*—Twenty-three candidates went up to this examination—fifteen from Cuttack, six from Pooree, and two from Balasore. Of the Cuttack boys nine passed, eight in the third division and one in the second: both the candidates from Balasore passed, and all the Pooree boys failed. The head-master of the Pooree School

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attributed the failure to the bad material he had; but he ought not to have allowed the boys to go up to the examination unless he was satisfied that there was a reasonable probability of their passing. The division has an allotment of ten junior scholarships, but only four of the eleven candidates who passed could be elected junior scholars, as only two candidates had passed the preliminary examination in surveying and physical geography. The District Committee were not satisfied with the interpretation of the rules under which only four scholarships were awarded, and claimed that at least half of the ten scholarships should be awarded to candidates who had not passed in surveying and physical geography. Mr. Atkinson, however, felt himself precluded, under rule 10, from awarding more than four scholarships to the division, in consequence of only two candidates having passed the preliminary examination.

311. CHOTA NAGPORE.—*Middle Schools.*—Compared with other divisions secondary education is backward, but the Inspector reports that the progress made during the last few years is encouraging.

312. The middle vernacular schools in the division at the end of the year were thirteen Government, thirteen aided, and one unaided school, containing in the aggregate 1,764 pupils, of whom 1,065 were Hindus, 107 Mussulmans, 440 Kols, 13 Tamarias, and 139 others.

313. The number of middle English schools was 20 with 1,060 pupils, of whom 288 were Christians, 692 Hindus, 57 Muhammadans, 9 Kols, 3 Tamarias, and 11 others.

314. The Chaibassa school has been reduced from a higher to a middle English school, "but the change," says Mr. Woodrow, "is regretted by the District Committee and by Mr. Clarke and myself. As boys in these districts will not go elsewhere for education, the reduction to a lower standard absolutely takes away the chief use of minor and vernacular scholarships."

315. *Higher English Schools.*—The three Government schools at Hazareebagh, Ranchi, and Purulia contained on their rolls 345 pupils at the end of the year, of whom 11 were Christians, 298 Hindus, 28 Muhammadans, 7 Kols, and one other. The aided higher school at Pandra, which is supported by Rani Hingan Kumari, contained 84 boys, of whom 82 were Hindus, and 2 Muhammadans. One boy passed the entrance examination from the Hazareebagh school, and two passed from the Ranchi school, both of whom obtained scholarships.

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316. SUPERIOR INSTRUCTION.—Having passed the University entrance examination, students are admissible to colleges and high schools affiliated to the University in Arts, in which they enter upon a course of study extending over two years. The subjects of this course are prescribed by the University, and form the standard of the examination known as the first examination in arts. After passing this examination, students enter upon a further course extending over two years, the subjects of which are also prescribed by the University, and form the standard of the B.A. degree examination. The number of Government institutions which receive matriculated students and carry them through the entire course for the B.A. degree, or up to the standard only of the first examination in arts, is the same as last year. The complete course can be taken up only at the Presidency College, and the colleges at Hooghly, Dacca, and Patna, the other six institutions being limited to the course laid down for the first examination in arts. During the four years preceding that under report, there had been a gradual decline in the number of students in attendance at the Government colleges and high schools, from 958 in 1871 to 803 in 1874; but the returns for the present year show that the causes of this decline in numbers have partly ceased to operate. The strength of the classes in these institutions has increased from 803 in 1874 to 851 in 1875, the recovery during this year being equal to the loss in the preceding year. This recovery is due to the decrease in the number of admissions to the engineering classes, and to the change in the University regulations in medicine, whereby the first examination in arts has been substituted for the entrance examination as a qualification for admission to the licentiate class at the Medical College. The admissions to the engineering classes in June 1874 were 89, and in June of the current session they were 69; the admissions to the Medical College were 138 in 1874 against 17 in 1875. The civil service classes, which during the preceding two years had attracted a considerable number of undergraduate students, have now practically ceased to exist. It is highly probable that the strength of the arts classes in Government colleges will next year show a further recovery.

317. The aided colleges are five in number as last year, and in these institutions the attendance has increased in a greater portion than in Government institutions. In the aided colleges there had been a gradual decline in number, from 413 in 1870 to 280 in 1874; but the losses of the last two years have been made up in the present year, and the number of students, 362 in 1875, is an increase of 29 per cent. on the number in 1874.

318. The total number of undergraduates in attendance at the Government and aided colleges is now 1,213, being an increase of 12 per cent. on the number in 1874, the increase in Government colleges being 6 per cent., and in aided colleges 29 per cent.

319. It may be interesting to determine approximately, from the number of admissions that have taken place into the first and third-year classes of the general and professional

colleges, how many students in the present year stopped short in their educational career after reaching the entrance and first arts standards respectively. The number of candidates passed in Bengal at the last entrance examination was 702, of whom two were teachers and ten were private students, who do not ordinarily seek admission to college classes. The admissions to the first-year general classes of the Government and aided colleges in January amounted to 482, and to the first-year class of the engineering department of the Presidency College in June to 66, or a total of 548. There are, moreover, four private institutions, with classes for the first examination in arts, from which no returns are received, and the number of undergraduates admitted to these in January would probably be about 60, so that, out of a total of 690, who might have been expected to take up a higher course of studies, it appears that about 82, or 12 per cent., have not found it possible or convenient to extend their studies beyond the course prescribed for schools. For reasons which will be given below, the result of the first examination in arts in December last was most disastrous in Bengal, there being a total only of 144 successful candidates. The passed candidates at this examination were admissible to the third-year classes of general colleges, and to the first-year classes in engineering and medicine; and it appears that 116 have joined the former, and 20 the latter. Hence only eight of these students have found it impossible to continue their studies further.

320. The statistics of attendance and expenditure in the general colleges, Government and aided, are subjoined.

Statement of Attendance in the Colleges for General Education.

Colleges, General.	Monthly fee.	Number on the Rolls at the end of the year.				
		1871.	1872.	1873.	1874.	1875.
Government—	Rs.					
Presidency College	12	405	442	385	353	350
Sanskrit "	5	26	23	26	26	25
Hooghly "	5	152	142	120	93	113
Dacca "	5	112	102	124	116	130
Krishnaghur "	5	116	96	52	46	61
Berhampore "	5	41	21	24	20	25
Patna "	5	84	79*	97†	92	90‡
Cuttack High School...	3	22	19	14	17	20
Midnapore " "	5	.....	.....	12	13	12
Bauleah " "	3	.....	.....	.....	27	25
Total ..	.....	958	924	854	803	851
Aided—						
St. Xavier's College	5	36	36	31	39	45
Free Church "	5	120	107	108	74	99
General Assembly's "	5	62	89	74	80	104
Cathedral Mission "	5	131	93	74	60	75
London Mission College, Bhowanipore	5	45	32	18	27	39
Total ...	.....	394	357	305	280	362
Grand Total ...	.....	1,352	1,281	1,159	1,083	1,213

* Inclusive of four out-students.
† Ditto of seven ditto.
‡ Ditto of ten ditto.

Statement of Expenditure in the Colleges for General Education.

Colleges, General.	Average daily attendance.	Expenditure in 1874-75.			Cost per annum of each student.		
		From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
Government—		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	300	57,063	49,234	1,06,297	190	164	354
Sanskrit "	23	13,320	995	14,315	579	43	622
Hooghly "	79	33,171	6,081	39,252	420	76½	496½
Dacca "	105	20,176	7,477	27,653	192	71	263
Krishnaghur "	39	15,997	2,648	18,645	410	68	478
Berhampore "	17	18,944	1,330	20,274	1,114	78½	1,192½
Patna "	64	33,413	5,020	38,433	522	78	600
Cuttack High School	14	4,835	768	5,603	345	55	400
Midnapore " "	8	.....	4,200	4,200	.....	525	525
Bauleah " "	15	.....	5,494	5,494	.....	366	366
Total ...	664	1,96,919	83,247	2,80,166	296½	125½	422
Aided—							
St. Xavier's College, Calcutta...	36	3,600	14,172	17,772	100	394	494
Free Church " " ...	64	5,520	16,920	22,440	86	264½	350½
General Assembly's " " ...	69	4,200	11,322	15,522	60½	164½	225
Cathedral Mission " " ...	64	5,400	20,602	26,002	84	322	406
London Mission College, Bhowanipore	20	2,277	9,851	12,128	114	492	606
Total ...	253	20,997	72,867	93,864	83	288	371
Grand Total ...	917	2,17,916	1,56,114	3,74,030	238	170	408

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321. Last year the State contribution to the expenditure in Government colleges amounted to Rs. 1,79,911; this year it amounted to Rs. 1,96,919, being an increase of Rs. 17,008. There was a decrease of State expenditure of Rs. 9,802 at the Presidency College, and of Rs. 3,307 and Rs. 2,866 at the Dacca and Krishnaghur colleges, or an aggregate decrease of Rs. 15,975 at these three colleges. At the Hooghly college there was an increase of State expenditure, amounting to Rs. 31,206, owing to the transfer of the Mohsin Endowment Fund, by which the college had been previously almost exclusively maintained, to purely Muhammadan educational purposes in various parts of Bengal, and making the college a charge on the general fund for education. The difference between the increase of State expenditure at the Hooghly College and the decrease in the expenditure at Presidency, Dacca, and Krishnaghur colleges, amounts to Rs 15,231, and the difference between this and Rs. 17,008, the increase of State expenditure in all the colleges, is due to the slight variations in the expenditure of the other colleges for the year. The decrease in the State expenditure at the Presidency, Dacca, and Krishnaghur colleges was due to the employment of graded officers drawing lower salaries than in the previous year, and to the diminution of the staff of the Presidency College by one fourth-grade officer.

322. First Examination in Arts.—This examination takes place two years after matriculation, the subjects of examination being English, a classical language, history, mathematics, logic, and chemistry or psychology. At the examination in December 1874 there were 533 candidates, against 539 in the preceding year, and of these 193 passed, 18 being placed in the first division, 78 in the second, and 97 in the third. The percentage of successful candidates was 36 against 56 in the previous year. In explanation of this unfavorable result the report of the Syndicate says:—

"There was nothing exceptional in the character of the questions set, and it would seem that the unfavorable result must be mainly due to the incompetence or want of application of the candidates. This explanation is borne out by the fact that in the subject of history, where there is a fixed text-book, and only 25 per cent. of the marks to be gained for a pass, no less than 159 candidates failed to gain the minimum pass-marks."

323. The candidates for this examination are drawn mainly from Bengal and the North-West Provinces, the percentage for this year being 78 from Bengal, and 13 from the North-West Provinces. In 1873, 54 per cent. of the candidates from Bengal were successful, and 60 per cent. of the candidates from the North-West Provinces. In the following year Bengal passed 34 per cent, and the North-West Provinces 37 per cent., being a decrease of 20 in the percentage of those passed from Bengal, and of 23 in the percentage passed from the North-West Provinces. The percentage of passed candidates from the Punjab was 78, but only 14 candidates appeared. In all periodical examinations for which there is no fixed body of examiners, there must necessarily be slight variations from year to year in the standard for passing, but there are practical difficulties in India in the appointment of permanent Boards of Examiners, which cannot be overcome. At the last F.A. examination all the examiners were men of experience in the conduct of University examinations; and it is believed that the explanation of the failure put forward by the Syndicate has been generally endorsed by the heads of institutions from which candidates came up.

324. The candidates sent up to the examination from Bengal numbered 417 against 418 in the previous year; and of these, 144 passed, 14 being placed in the first division, 58 in second, and 72 in the third.

325. The following table shows the distribution of the successful candidates:—

First Arts Examination, December 1874.

Colleges.	Candidates.	Number passed in the			
		First division.	Second division.	Third division.	Total.
Government Colleges.					
Presidency College	111	8	14	18	40
Sanskrit "	7	.....	.....	2	2
Hooghly "	37	2	5	8	15
Dacca "	40	.....	4	7	11
Krishnaghur "	21	.....	1	5	6
Berhampore "	8	.....	3	1	4
Patna "	37	1	8	6	15
Medical "	4	.....	.....	1	1
Cuttack High School	7	.....	2	.....	2
Midnapore " "	7	1	1	1	3
Baulcah " "	5	.....	.....	.....	
Aided Colleges.					
General Assembly's College	29	.....	3	5	8
Free Church "	17	.....	5	4	9
Cathedral Mission "	26	.....	3	2	5
St. Xavier's "	3	.....	.....	2	2
London Mission College, Bhowanipore	5	.....	2	2	4
Unaided Colleges.					
La Martiniere College	3	.....	1	1	2
Serampore "	5	.....	.....	.....	.....
Metropolitan Institution	21	2	4	2	8
Ex-Students and teachers	24	.....	2	5	7
Total	417	14	58	72	144

326. The following table shows the religions professed by the candidates, and the division in which those who passed were placed.

First Examination in Arts.

DECEMBER 1874.	Number of candidates.	NUMBER PASSED. First division.	Second division.	Third division.	Total.
Hindus	358	11	49	57	117
Muhammadans	11	..	.....	3	3
Christians	11	1	4	2	7
Brahmists	21	2	3	7	12
Theists	13		2	2	4
Deists	2	..	...	1	1
Sikhs	1	.....	... ..	.....	... ..
Total	417	34	58	72	144

327. The languages taken up in addition to English were Sanskrit, Arabic, Persian, and Latin; 393 candidates taking Sanskrit, 14 Arabic, 3 Persian, and 7 Latin.

328. Candidates had the option of taking up psychology or chemistry to the examination, and 180 chose the former and 237 the latter. The colleges in Calcutta sent up 124 candidates in chemistry and 107 in psychology, the Presidency College contributing 33, and the missionary colleges 57, to the number of candidates in psychology.

329. The failures were 187 in English, or 44 per cent. of the candidates registered; 170 in the second language, or 40 per cent.; 141 in history, or 33 per cent.; 109 in mathematics, or 26 per cent.; 90 in logic and chemistry, or 21 per cent.; and 92 in logic and psychology, or 22 per cent.

330. Upon the result of this examination, 48 senior scholarships were awarded, tenable for two years, in the third and fourth-year classes of general colleges, or in the first and second-year classes in medicine and engineering. The number of scholarships was reduced from 50 to 48, owing to the transfer of two scholarships to Assam.

331. The following list shows the distribution of the scholarships:—

Senior Scholarships 1875.

	First Grade Rs. 25 a month.	Second Grade Rs. 20 a month.
GOVERNMENT COLLEGES—		
Presidency College	6	9
Hooghly "	2	4
Dacca "	...	4
Patna "	...	6
Krishnaghur "	...	1
Berhampore "	...	2
Cuttack High School	...	2
Midnapore " "	1	1
AIDED COLLEGES—		
Free Church College	...	4
London Mission College, Bhowanipore	...	1
UNAIDED COLLEGES—		
La Martiniere College	...	1
Metropolitan Institution	1	3
Total	10	38

Twenty-six scholars elected to hold their scholarships in the Presidency College, four in the Dacca College, six in the Patna College, six in the Hooghly College, and six in the Free Church College.

332. Thirty-one of the scholars elected to take up the B or science course for the B.A. degree, and 17 the A or literature course. As was the case last year, a larger proportion of scholars elected taking up the B course, and at the colleges at Dacca, Patna, and Hooghly, that is the only course which will in future be taught, the staff of a mofussil college being too small to permit both courses to be taken up.

333. The four Duff University scholarships, each worth Rs. 15 a month, were awarded as follows:—

One scholarship, open to all colleges, for proficiency in languages, to Devendra Nath Das, of the Presidency College; one open scholarship, for proficiency in mathematics, jointly to W. H. Thompson, of the Hooghly College, and Jogendra Chundra Bose, of the Metropolitan Institution, who gained an equal number of marks. The scholarship set apart for competition by students of the Free Church College, for proficiency in all the subjects of examination, was awarded to Navadwip Chandra Rai, and that for Europeans and Eurasians to G. Moffet, of the La Martiniere College.

334. B.A. EXAMINATION.—At the examination in January 1875, candidates for the first time had the option of being examined in the A (literature) course, or in the B (science) course. The number of candidates registered for examination was 217 against 212 in the previous year, and of these, 138 took up the A course and 79 the B course.

335. Of the 138 candidates who took up the A course, 46 were successful, three being placed in the first division, 22 in the second, and 21 in the third.

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336. Of the 79 candidates for the B course, 54 elected to be examined in physics, 22 in botany, and three in zoology. Forty-four candidates were successful, 23 being placed in the first division, 16 in the second, and five in the third.

337. Bengal sent up 183, or 89 per cent. of the entire number of candidates in both courses, being three more than in the previous year. Of these 110 were examined in the A course, and 73 in the B course. Of the 110 A candidates, 39 were successful, two being placed in the first division, 17 in the second, and 20 in the third. Of the 73 B candidates, 40 were successful, 21 being placed in the first division, 14 in the second, and five in the third. The science subjects taken up by the B candidates in addition to chemistry and physical geography, were physics, botany, and zoology, the number taking each of these being 48, 22, and 3 respectively.

338. The success of the candidates in the two courses was very unequal, 35 per cent. only of the candidates in the A course having passed, while 54 per cent. of the B candidates passed; and the percentage of successful candidates in the two courses together was 43. This result is slightly better than last year's, and on the whole may be deemed satisfactory, considering the high standard of the examination. At the last London University examination for the degree of B.A., 50 out of 92 candidates, or 54 per cent. passed, being the same percentage of successful men as was attained by the B candidates from Bengal colleges at the Calcutta examination. The following extract, from the report of the B.A. Board of Examiners to the Syndicate, explains the unequal success of the candidates in the two courses, and shows the direction in which improvement is needed in our science classes:—

"The Physical Science Examiners think it proper on this the first occasion of the B.A. examination in physical science, to submit a few remarks on the results of the examination."

"Out of 26 students composing the first class, 23 have selected the B or science course. As there are two subjects (English and mathematics) in common to the A and B courses, and as the science students have gained higher marks in these two common subjects, we are warranted in concluding that the best students have selected the science course. Mr. Willson, who examined 79 students in chemistry and 54 in physical science, reports that in both of these subjects the candidates have done much better than on any previous occasion on which he was an examiner. Out of the total number in chemistry, about 45 showed a good knowledge of their text-book, and about 15 of these seemed really to understand something about the subject. Out of the whole number of candidates examined in physics, 38 exhibited an accurate knowledge of book-work, and out of these about 14 appeared to have obtained some grasp of the subject, as far as they had read."

"Mr. O'Kinealy, who examined the same numbers in physical geography and physics, reports that most of the candidates exhibited a fair knowledge, and a few really good knowledge of the book-work of the subjects. The physical geography was less satisfactory than the physics, but very few of the candidates gave him the impression that they really understood much about the business."

"Mr. C. B. Clarke, who examined 22 candidates in botany, reports that one candidate passed a very good examination, and that the rest (except five who were plucked, and who were also plucked in at least one other subject) had taken great labor in learning up the long text-book (Henfrey), but left him with the impression that they knew nothing about the matter. The 'practical' part of the examination did not carry more than 25 per cent. of the marks, and in this, poor marks were obtained."

339. The Presidency College has lately been furnished with 20 small sets of apparatus for the use of students undergoing a course of practical instruction in chemistry, and the professor expects the best results from this outlay. Two of these sets of apparatus have been transferred to each of the colleges at Hooghly, Dacca, and Patna.

340. The following table shows the colleges from which the candidates came up, and the divisions in which the successful men were placed:—

B.A. Examination—January 1875.

Colleges.	Candidates.	Number passed.			
		First division.	Second division.	Third division.	Total.
Government.					
Presidency College	67	14	18	7	39
Hooghly "	16	3	1	2	6
Dacca "	13	2	3	2	7
Patna "	10	2	2	.....	4
Aided.					
Free Church College, Calcutta	13	1	1	3	5
General Assembly's College	22	.....	3	7	10
Cathedral Mission "	4	.....	.....	1	1
St. Xavier's "	7	.....	.....	1	1
Ex-students and teachers	31	1	3	2	6
Total ...	183	23	31	25	79

341. The religions professed by the candidates are shown below :—

B.A. Examination—January 1875.

JANUARY 1875.	Number of candidates.	NUMBER PASSED.			
		First division.	Second division.	Third division.	Total.
Hindus	147	19	27	23	69
Muhammadans	4	.....	.....	.....	.....
Christians	3	.....	.....	.....	.....
Brahmists	16	2	.....	2	4
Theists and Deists	13	2	4	.....	6
Total ...	183	23	31	25	79

342. The failures were 44 in English, 22 in the classical language, seven in history, 58 in mathematics, 32 in philosophy, 18 in chemistry, 15 in physical geography, 12 in physics, six in botany, and one in zoology.

343. In the A course Sanskrit was taken up by 104 candidates, Arabic by two, Persian by one, and Latin by three.

344. The Eshan University Scholarship of Rs. 45 a month for the Hindu candidate who stands highest in the list of graduates, was awarded to Nilkanta Sarkar, of the Presidency College, who took up the B course.

345. M.A. EXAMINATION.—There were 26 candidates for honors in arts, of whom thirteen passed. Twenty-two of the candidates belonged to Bengal, and of these twelve passed—two being placed in the first class, four in the second, and six in the third.

346. One of the candidates who gained a first class took up English; the other physical science. All those who were placed in the second class took up English, and of the six who were placed in the third class, three took up mathematics, two English, and one history.

347. There were twelve candidates for the ordinary M.A. degree, of whom five passed. Of the twelve candidates, ten belonged to Bengal, and of these four were successful; one candidate being passed in each of the subjects, English, Sanskrit, history, mental and moral science.

348. Last year there were 36 candidates from Bengal for honors in arts, of whom 19 passed; and 15 candidates for the ordinary M.A. degree, of whom nine passed. The percentage of successful candidates for honors is slightly better than last year's, while there is a decrease from 60 to 41 in the percentage of candidates passed for the ordinary M.A. degree. The decrease in the entire number of candidates, and in the number passed for the ordinary degree, is no doubt due to the raising of the standard for passing. In former years the minimum number of marks to be gained in each paper for passing was 25 per cent., with an aggregate of 33 per cent. of the marks in all the papers for a third class in honors. At the last examination the minimum pass-mark for each paper was raised to 30 per cent., and the aggregate of marks to 40 per cent. for a third class in honors. No change was, however, made in the aggregate marks required for a second or a first class in honors, nor was there any change at all in the standard for mathematical honors. The standard for the ordinary M.A. degree is that for a third class in honors.

349. The distribution lists are given below :—

M.A. Examination—January 1875, *Honors in Arts.*

COLLEGES.	Number of students.	NUMBER PASSED IN			
		First class.	Second class.	Third class.	Total
Presidency College	14	2	4	3	9
Sanskrit College	1	.....	.....	.....	.....
Dacca College	1	.....	.....	.....	.....
Hooghly College	1	.....	.....	.....	.....
Free Church College	2	.....	.....	2	2
General Assembly's College	2	.....	.....	1	1
Teacher	1	.....	.....	.....	.....
Total ..	22	2	4	6	12

Ordinary Degree.

Colleges.	Number of candidates.	Number passed.
Presidency College	2	1
Sanskrit College	1	1
Hooghly College	2	1
Dacca College	1	0
Free Church College	1	0
General Assembly's College	2	1
Teacher	1	0
Total ...	10	4

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350. There were three candidates for the Prem Chand Studentship of Rs. 1,800 per annum for five years, but in the opinion of the examiners all failed to show that degree of proficiency which would warrant the award of so valuable a prize. The Syndicate, therefore, decided not to elect a student for 1875, but to allow two studentships to be competed for next year—one being tenable only for four years.

351. College Reports.—The following accounts of the progress of higher education in the general departments of colleges and high schools affiliated in arts to the University are taken from the annual reports by the heads of these institutions.

352. Presidency College.—Before proceeding to deal with the statistics of the college for the year, the Principal pays the following tribute to the memory of his late colleague, Mr. Beebee, and I unite with him in deploring the loss the department has sustained by the death of this distinguished officer.

"Mr. Beebee left the University of Cambridge with honors which would have procured for him a mastership at the very best of our English public schools. In 1862 he obtained the 2nd Bell's University Scholarship, and in 1865 he graduated 18th in the mathematical, and 4th in the classical tripos. It is very seldom in these days that a man obtains such a distinguished position in both triposes. His honors were considered all the more creditable by his contemporaries, as he rowed in the Cambridge University boat, which in our perhaps too athletic English Universities is looked upon with the same feeling with which the Greeks regarded a victory in the Olympic games. He came out to this country soon after obtaining a fellowship at St. John's College, and flung himself into his duties as Professor of Natural Philosophy with the utmost enthusiasm. The senior students of the college can bear witness to his untiring energy and sincere zeal for their welfare. His death is a great loss to the college, and is deplored by a large circle of friends, to whom he had endeared himself by his genial and manly character."

353. The number of students on the rolls of the General Department on the 31st March during the last four years is given in the following table:—

	1872.		1873.		1874.		1875.		
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	
Honor class	16	.....	16	.....	17	1	17	...	
Fourth-year class	84	.....	60	.....	66	.....	91	7*	* Of chemical class.
Third-year class	53	.....	68	.....	84	9	46	6†	† 5 of chemical class.
Second-year class	169	.....	155	.....	117	4	94	9‡	‡ Chemical class.
First-year class	120	.....	86	.....	69	.....	102	.....	
Total ...	442	.....	385	.....	353	14	350	22	

354. The strength of the department numerically is nearly the same as last year: the larger number of admissions to the first-year being counterbalanced by the smaller number of admissions to the third-year class. The Principal attributes the decrease in the number of admissions to the third-year class "entirely to the small number of candidates who succeeded in passing the first examination in arts," and the increase in the number of admissions to the first-year class "to the waning popularity of the engineering department, and to the substitution of the first arts examination as a qualification for admission to the Medical College." The 22 out-students, with one exception, consisted of students of missionary colleges, who attend the lectures in chemistry and physical science under the special arrangements sanctioned two years ago.

355. The 350 regular students on the rolls consisted of 337 Hindus and 13 Muhammadans; the small increase (six) of the latter being due to the participation in the benefits of the Mohsin Fund which they now enjoy, since the sum of Rs. 1,400 a year was set apart for the payment of two-thirds of the fees of Muhammadan students at the college. The social position return shows that 43 students belong to the upper and 307 to the middle classes.

356. Of the 94 students composing the second-year class, 81 have elected to take up chemistry, rather than psychology, at the first arts examination in December next, and, as was the case last year, the best students of the class have chosen chemistry, there being no less than 27, out of a total of 29, scholarship-holders enrolled in the science class.

357. It is doubtful, I think, whether it is worth while to keep up lectures in psychology for the benefit of the few students who now elect to take this subject, more particularly as students who have a predilection for mental science have an opportunity of pursuing a more complete course during the two years they read for the B.A. degree. The subject, in itself, is unsuited to students in the stage of their career preceding the first examination in arts, and an elementary course of chemistry would be more beneficial to them, and be more convenient to all colleges where there is a lecturer in chemistry.

358. The Principal reports that the students admitted to the third-year class at the beginning of the session have shown a less decided preference for the science course than was shown last year. Out of 84 students last session, 60 elected to take the B course: whereas in the current session, 26 only out of 46 have chosen the B course. Amongst the 46 admissions, there were 27 holders of senior scholarships, of whom 16 have taken the science course and 11 the literature course.

359. Of the 91 students composing the fourth year class, 55, including 20 senior scholars, have taken the B course, whilst 36, including 11 senior scholars, have chosen the A course. Amongst the optional subjects which A candidates can take up, philosophy is by far the most popular: no less than 33 students out of 36 having elected to take up that subject, whilst four have elected mathematics and three history.

360. Out of 231 students who have had the option of choosing science or psychology, &c., 162 have taken the former and 69 the latter. Students of the first-year class confine their attention to English, Sanskrit or Arabic or Persian, mathematics, and history.

361. The receipts from fees were Rs. 49,234, against Rs. 49,052 in the previous year. The fees were supplemented by drawing from the treasury the sum of Rs. 57,063 to meet the entire expenditure of the department—Rs. 1,06,297. The total expenditure for the year was less by Rs. 9,619, than that of the previous year, owing mainly to the reduction of the staff by one professor of the fourth grade.

362. The Principal reports on the results of the University examinations for the year as follows :—

"From the second-year class 111 students went up to the first examination in arts, 78 of whom elected to be examined in chemistry and 33 in psychology. Of these, eight passed in the first division, 14 in the second, and 18 in the third, giving a percentage of 36 of passed candidates against 62 in the previous year. This large falling off in the percentage of passed candidates must, in a great measure, be attributed to the incompetence and want of application of the candidates. It would seem that the students had in a manner tried to ascertain what the least amount of exertion on their part was which would enable them to pass. The result of this examination, for the whole body of students that went up from other colleges, was equally unsatisfactory, and I cannot attribute this to the exceptional character of the papers. Of the 71 students who failed, I find that 53 were rejected in English, 43 in the second language, 36 in history, 23 in mathematics, 51 in logic, 26 in chemistry, and 20 in psychology. The fact that 36 were rejected in history, where there is a fixed text-book, and only 25 per cent. of the marks to be gained for a pass, is in itself sufficient to show the bad material of which the class was made up. Upon the result of this examination, six senior scholarships of the first grade, and nine of the second, were awarded to the successful students from this college."

"The Duff Scholarship for proficiency in languages was awarded to Devendra Nath Das of this college, who also gained the Gwalior gold medal."

"The Maharaj Kumar of Bettiah, after visiting the college, was pleased to place at my disposal the sum of Rs. 480, for the purpose of establishing a senior scholarship of Rs. 20 a month for two years, which was to be awarded to the candidate who stood highest in the list of students of this college, who failed to gain a Government scholarship after passing the first examination in arts. The scholarship was awarded to Syama Kanth Nag."

"From the fourth-year class 67 candidates went up to the B.A. examination, of whom 14 passed in the first division, 18 in the second, and seven in the third. The percentage of successful candidates from this College was 58, whilst that for the whole of the candidates (217 in number) who went up to the examination was only 41. The result of this examination must be considered satisfactory. Of the 67 candidates, it appears that 30 took up the A course, and 37 the B course, and the success of the latter was very much greater than that of the former. This is, however, accounted for by the fact that the best students took up the B course. Of the 30 candidates in the A course, only one passed in the first division, nine in the second, and four in the third; whilst of the 37 in the B course, 13 passed in the first division, nine in the second, and three in the third. All the B candidates took up physics as their optional subject in science. Besides the 67 candidates who went up direct from the college to the B.A. examination, there were five ex-students who went up, taking the A subjects, all of whom failed."

"Of the 28 candidates who failed at the B.A. examination, it appears that 12 failed in English, five in the second language, two in history, 20 in mathematics, 11 in philosophy, seven in chemistry, six in physical geography, and 10 in physics."

"Upon the result of the B.A. examination the seven graduates who stood highest in the general list were elected foundation scholars, and they are reading for honors; three having taken up English, two mathematics, and two physical science."

"The Eshan and Vizianagram University Scholarships were awarded to Nil Kanth Sircar, a graduate of this college in the B course, and the Radha Kant medal, for proficiency in Sanskrit, was awarded to Gyanendra Nath Das, a graduate in the A course, who has migrated to the Sanskrit College for the purpose of reading for honors in Sanskrit. The

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Laha Scholarship in physical science was awarded to Abhay Charan Mitra of this college. The honor class, during the current session, contains 17 graduates: 10 of whom are studying English, two mathematics, and five physical science."

"For the Premchand Roychand Studentship three graduates of this college appeared, but the examiners were of opinion that none of them showed that degree of proficiency which would warrant the award of so valuable a prize. The Syndicate accordingly declared that no election should be made this year, but that two students would be elected next year, if qualified candidates were forthcoming, one studentship being tenable only for four years instead of five."

"For honors in arts 14 candidates went up, of whom nine were successful. Six of the successful graduates passed in English, one being placed in the first class, and five in the second; two passed in mathematics in the third class, and one in physical science in the first class."

"Two graduates went up to the M.A. examination, and one passed; the subjects of examination being history and political economy."

363. With a view to giving a more complete course of practical instruction in chemistry to students for Honors, the late Lieutenant-Governor sanctioned an indent upon the Secretary of State for 20 small sets of apparatus for the use of students. These have lately arrived, and Mr. Pedler explains his intention of using them as follows:—

"The 20 small sets of chemical apparatus, which arrived here at the end of March, are intended for the use of the honor students who take up the subject of physical science. These students have, for the last two years, been regularly instructed in practical chemistry in the laboratory of the Presidency College. The necessity for this practical instruction in physical science has long been placed beyond question; and the absence of this hitherto has produced a number of graduates in this subject who are quite unfit for the post of teachers from the mere fact that they are unable to perform the simplest experiments, or to prove practically the most fundamental truths of the sciences, with which theoretically they are well acquainted."

"The grant for this apparatus was sanctioned by the late Lieutenant-Governor, Sir George Campbell; and it was then suggested that the plan which is adopted in most continental laboratories should be adopted in this case."

"It is intended to hand over one set of apparatus to each student at the commencement of the practical course, and he will be responsible for all breakages and damage done to the apparatus under his charge. Each student will have a working bench, with a set of cupboards, drawers, &c., assigned to him in the new laboratory of the college; the large room on the south-west of the building has been (partially) fitted up for this purpose. All the cupboards and drawers intended for receiving apparatus, &c., are furnished with locks, the keys of which will be in the students' charge. At the end of the course, each student will have to return the set of apparatus which he received in good order, all breakages, and losses having been replaced. In order that this may be performed satisfactorily, it will be advisable that each student on receiving the apparatus shall make a deposit of Rs. 20 which will be refunded to him on his returning the apparatus in good order together with the keys of his bench. Should the student return the apparatus in an unsatisfactory or incomplete condition, the value of the articles would of course be recovered from the student's deposit."

"It is intended that all ordinary chemicals, with such exceptions as salts of silver and gold, shall be supplied by the laboratory, and it is hoped that by the plan of making students responsible for the apparatus that they have in use they will be taught to work in a careful and satisfactory manner."

364. The library is in excellent condition, and many valuable additions to it have been made during the year.

365. Through the liberality of Babu Nuffer Chunder Pal Chaudhuri, a zemindar of Nuddea, an excellent turret clock has been provided for the college at a cost of nearly Rs. 5,000. This will supply a long-felt want at the college, and will equally benefit the numerous educational institutions in the neighbourhood of College Square. His Highness the Maharajah of Indore was pleased, during his late visit to Calcutta, to place at the disposal of the Principal the sum of Rs. 500 for the purpose of erecting a set of gymnastic apparatus for the use of the college students, and the donation will be applied to this purpose on the completion of the railing round the compound, which the Department of Public Works has now in hand.

366. HOOGHLY COLLEGE.—The following table shows the number of students on the rolls on 31st March, during the last three years:—

	1873.	1874.	1875.
Honor class ...	1	...	...
4th year " ...	17	11	12
3rd year " ...	10	12	9
2nd year " ...	34	38	40
1st year " ...	58	32	52
Total ..	120	93	113

367. On the discontinuance of the class for honors the Principal remarks :—

"It has been found that the professors could not devote sufficient time to the students reading for honors without neglecting their other duties, so for the last two years the honor students have been transferred to the Presidency College, where a proper establishment is provided and set apart for the honor classes."

368. The 113 students consisted of 92 Hindus, 18 Muhammadans, and 3 Christians, being an increase of 13 Hindus, 5 Muhammadans, and 2 Christians, over the number on the rolls in 1874. Classified according to social position, 3 students belonged to the upper, 105 to the middle, and 5 to the lower classes of society.

369. The Principal is of opinion "that the college is gradually recovering from the effect the civil service classes had in reducing the number of students in the first and second years, and it will require a year or two more before the third and fourth-year classes will be properly represented."

370 All the second-year students have taken up chemistry, and the third and fourth-year classes have necessarily taken the B course, botany being their subject in science.

Speaking of the new laboratory and botanical garden which Government has sanctioned, the Principal says—

"Owing to the defective state of the laboratory, some difficulty was experienced in systematically teaching chemistry, but that difficulty will soon be removed A new building has been erected close to the main buildings of the college, consisting of three rooms, one for the laboratory, one for the practical chemistry class, and a large lecture room. A liberal grant has been made by Government for furnishing and fitting up these rooms, and steps have been taken for commencing this work at once. It was also found that the lectures on botany could not be carried on efficiently without the aid of a botanical garden. Government has given a liberal grant for converting part of the college garden, and the lower garden attached to the Muhammadan hostel, into a botanical garden; and it is hoped that, by the end of the rains, the garden will be put into proper order and be well stocked with suitable plants."

371. In describing the condition of the library and the scanty additions (six books only, five of which were contributed by Government) the Principal says—

"It is to be regretted that such scanty additions should have been made, and as a matter of course it has put the professors and teachers to great inconvenience, particularly the professors of literature and science. A great many new works on English literature, and helps to the study of the subject, have been published since the library and contingent allowance were curtailed; in fact the Professor of English Literature attributes the failure of some of his students at the University examination to the want of access to such books; and as to works on chemistry and botany, the library may be said to be destitute of them. The number of volumes on the shelves of the library on 31st March 1875 was 6,837."

372. The books circulated from the library during the year were 2,164 in number, and of these 1,185 were taken out by students, and the rest by the officers of the college and school, and the residents of the station.

373. On the hostels for Hindus and Muhammadans which have been established in connexion with the college, the Principal reports—

"The Hindu hostel has been open all the year. The cost to each pupil for boarding and lodging is Rs. 7-8 a month, and the hostel is in the upper story of the soldiers' barracks. The accommodation is first-rate, but I regret to find that it is not in favor with the Hindus. The greatest freedom is allowed to the boarders, the principal thing insisted on being cleanliness, and owing to the fines which it has been found necessary to impose on some of the boarders for persistently filthifying the verandahs, dissatisfaction has arisen. I must say I am disappointed in the hostel. I never anticipated any difficulty about cleanliness. The number living in the lodging has varied during the year; in August there were 31 students, the general average during the year up to the native civil service examination in the middle of February was about 24. On the 1st April 1875, the boarders were reduced to ten; this reduction is principally due to the civil service students leaving the college after the examination, and to the scanty admission to the civil service classes in the present session. During the session under review, 37 boarders were admitted, eight were either struck off for absence or dismissed for infringing the rules, and 40 voluntarily withdrew."

"The Muhammadan Hostel is located in the house formerly occupied by the school of the Free Church of Scotland, and there is accommodation in it for 100 boarders. The charge for boarding and lodging is Rs. 3 per month per head, and 30 students are allowed free board and lodging. The selection of a free-boarder depends on the following conditions—poverty, good conduct, regular attendance, and progress in his studies. The lodgers have been very contented during the year; few complaints have been made, and these of a trivial nature;

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their health has been remarkably good, and the regularity of their attendance at the college quite a contrast to those Muhammadans who live in the town. There were, however, two or three cases of cholera during the year; all recovered with the exception of one."

"The number of boarders on the 31st March 1874 was 79, and on the corresponding date in 1875, 86; the total number of admissions during the year was 75, and the withdrawals 68."

374. The gymnastic class is well attended, especially by the junior lads of the school, and some of these give fair promise of becoming good athletes. At the Belvedere tournament two prizes were carried off by the college students.

375. At the annual examination of the first-year students, two junior scholars were found to have made unsatisfactory progress, and as they had also been irregular in their attendance, they were deprived of their scholarships. The other students passed a fairly satisfactory examination. The following is the Principal's report on the result of the public examinations for the year:—

"Thirty-seven students went up to the first arts examination, and fifteen were successful; two were placed in the first division, five in the second, and eight in the third. Of the unsuccessful candidates, fifteen failed in English, fourteen in Sanskrit, nine in mathematics, sixteen in history, thirteen in logic, and seven in chemistry. Five boys obtained scholarships—one in the first grade, and four in the second grade; also W. H. Thomson was bracketed with another for Duff's Mathematical Scholarship."

"Sixteen students went up to the B.A. examination, six of whom were successful; three being placed in the first division, one in the second, and two in the third. Of the unsuccessful candidates, seven failed in English, seven in mathematics, two in physical geography, and four in botany."

"A senior Mohsin Scholarship, open to all colleges, of Rs. 12 per mensem, was awarded to Abdussamad, a student in the fourth-year."

"The Rani Kuttiani Scholarship of Rs. 16 per mensem was awarded to Ambika Charan Mitra, of the third-year class."

"The Laha Graduate Scholarship of Rs. 25 per mensem was awarded to Tinkari Banurji, who passed the last B.A. examination, and was placed in the first class. He has been transferred to the Presidency College to prepare himself for the next honor examination."

376. The fees collected during the year amounted to Rs. 6,081, being a decrease of Rs. 441 upon the collections of the previous year. The decrease in fees was owing to the small number of students on the rolls between 31st March 1874 and the opening of the current session in January. The gross expenditure for the year was Rs. 39,252.

377. *Civil Service Class.*—The session for students in this department, who were not already in Government employ, opened on the 15th February 1874, and closed on the 15th January 1875; and there was a short session of four months from 15th September to 15th January for special students, or those already in the service of Government. The position of the class on 31st March is thus described by the Principal:—

"In 1874 there were seven students admitted to the general class, and twenty to the special. At the general examination held in the middle of February last, 25 of the 67 students went in, 20 for 1st grade appointments and five for second grade. Of the 20 special students, 10 appeared at the examination; the result of the examination has not yet been made public. Since the examination in February, only four students have been admitted to the department. Nine students of the class did not go into the examination in February; so that on the 31st March there were 13 students only in the civil service department. The fees collected during the year were Rs. 2,412 from the general class, and Rs. 293 from the special class, aggregating Rs. 2,705, and the expenditure was Rs. 6,385."

378. The class containing four of the 13 students has since been abolished, and the students transferred to the general department. The nine students forming the other class are said to show no promise of being able to pass a successful examination, and the abolition of this class also has been proposed by the Principal.

379. DACCA COLLEGE.—Mr. Brennand having resigned the service early in January, Mr. Garrett, the Officiating Principal, was confirmed in that appointment. On the staff of the college during the year the Principal remarks—

"Once more it has to be pointed out that the college has been worked throughout the year with an incomplete staff. Instead of four professors, the full complement, excluding the teachers of special subjects, the staff has consisted of two professors, one assistant professor, and a lecturer. For these two latter gentlemen I have nothing but praise and thanks, for their work was most satisfactory throughout the year. Still the incompleteness of the staff must be insisted on. It is understood that the full number of the college teaching staff is to be made up at the beginning of the new official year."

380. The staff of the college has now been completed by the appointment of Mr. Archibald, who joined the college in April.

381. The number of students on the register at the end of the year was 130 regular students and 10 out-students. Of these, 137 were Hindus and 3 Muhammadans. The following table gives the number of students on the rolls on 31st March during the last three years:—

	1873.		1874.		1875.	
	Regular students.	Out students.	Regular students.	Out students.	Regular students.	Out students.
Honor class	9	.....	3	.....	.....	.....
Fourth year class	11	.....	13	1	15	1
Third year class	16	.....	16	3	8	...
Second year class	44	.....	44	3	40	9
First year class	44	.....	40	.....	58	...
Total	124	.....	116	7	130	10

382. On the closing of the honor class the Principal writes—

"No honor class was opened during the first three months of the present session, owing to the illness of Mr. Willson in great measure. There are, however, many of this year's graduates reading either mathematics or English for honors, and it is proposed to open classes in these subjects either in April or after the summer vacation."

383. Distributed according to caste, the 127 Hindus consisted of 30 Brahmins, 21 Vaidyas, 70 Kayasths, 1 Sonarbania, and 5 of other castes above the lowest. Classified according to social position, 2 Hindus belonged to the upper classes, 124 Hindus and 3 Muhammadans to the middle classes, and the parentage of 1 was unknown. The schools of Dacca town furnished 89 of the students, and the rest came from district schools.

384. The Principal reports on the results of the University examinations for the year as follows:—

"For the first arts 40 candidates went up, of whom 11 passed, none in the first division. This was a poor result, but then, with one or two exceptions, the material was poor, and very decidedly below the average. For the B.A. degree examination, 12 candidates went up, of whom 7 passed—2 in the first class, 3 in the second, and 2 in the third. On the whole list Hara Chandra Chakravarti from this college stood third. This result was as good as any ever attained by the college, and more than compensated for the poor outcome in the lower examination. Both results confirmed our own expectations. The material of the B.A. class was above the average, even far more than that of the first arts class was below it. During a great part of the year there were three graduates of the previous year reading for honors, but for one reason or another none went up for the examination. One was prevented by sickness, another by the interruptions of family duties, and the third preferred the certainty of a junior mastership. Without a full teaching staff, however, it is hard and unsatisfactory work to carry on honor classes, though the demand in Dacca is always great."

385. Of the 130 students on the rolls, 36 hold Government or private scholarships, varying in value from Rs. 8 to Rs. 20 per mensem. Of the 18 junior scholarships assigned at the beginning of the present session to the Dacca division, eight are now held in the college, and of the four senior scholarships assigned at the same time, two are held in the college. The retrenchments effected in 1872 took away the allowance for college and school prizes, and the only prizes now at the disposal of the Principal are the "Lewis" prizes for the best English essay, and the "Donnelly" prize for history, which is awarded to the student who stands first in that subject at the first examination in arts. This year however, the visit to Dacca of His Excellency the Viceroy opened the hearts and purses of the zemindars of the division, and nine prizes, ranging in value from Rs. 10 to Rs. 100, were awarded to the students of the College.

386. On the course of studies in the college during the past year, the Principal remarks:—

"Both the courses, the A and the B, were carried on last year. It was done at a great cost of labor to our small staff of teachers, but it would have been very hard upon the students if only one course had been taught, for in the previous year both courses had been left open to them to choose from, and many must have been driven from the college if the same choice had not been allowed them last year. However, they were fairly warned that it was only for that year, and in consequence in the present year there are no students reading the A course, except some five in the fourth year, who take up psychology and optional mathematics."

"Babu Priya Nath Basu, Assistant Surgeon, the science lecturer, was well rewarded, though certainly not beyond his deserving, in the results of the B.A. and first arts examinations. In the former the highest marks in the whole list of successful candidates

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were gained by Hara Chandra Chakravarti, one of his pupils. And of the 28 candidates who went up in the first arts examination in chemistry, 23 passed. During the latter part of the year an assistant was allowed to the lecturer on Rs. 12 a month, though long after such a help had become absolutely indispensable. In another matter, too, Government has yielded to our representations, and has consented that for the present year the utterly inadequate Rs. 100 for chemistry contingencies shall be increased to Rs. 250. As I have had occasion more than once to speak in terms of praise of Babu Priya Nath's work in my correspondence with the Director of Public Instruction during the past year, I need add nothing more on his invaluable services to the college, and I should regret greatly to hear, that in any approaching changes in the college staff, he had been moved."

387. The gross expenditure of the college was Rs. 27,652, and the receipts from fees and fines Rs. 7,476, the corresponding figures for the previous year were Rs. 30,869 and Rs. 7,386. The decrease in the expenditure was caused by the lower salaries drawn by the Principal and the Professors during the present year.

388. CIVIL SERVICE CLASSES.—After the Native Civil Service examination in March 1874, the teacher of surveying opened a new class, which increased up to 20 nominally. Later on, when the order for raising the pass mark of the examination was issued, the students gradually withdrew from the class, and ultimately only one student went up to the examination. The surveying teacher has now been transferred to the Department of Public Works, and his appointment in the college will not be filled up, as the civil service class has disappeared, and there is no longer any necessity for teaching practical surveying to the school classes. The gross expenditure on the surveying classes for the year was Rs. 2,431, which was met by Rs. 239 from fees, and Rs. 2,192 from the State.

389. On the gymnastic classes the Principal reports an increasing attendance, the number being 63 in elementary exercises and 50 in higher. The Lieutenant-Governor's prize at the Belvedere tournament for the highest proficiency in all exercises was gained by a Dacca boy, as were also the first and second prizes for proficiency in particular exercises. "This great triumph," says the Principal, "is due to the excellent training of Babu Hari Mohun Ganguli, who is a most accomplished gymnast. The classes are now training for the summer sports to be held on 12th May. It may be further mentioned that in the cold weather a college and school 'sixteen' thrashed the station handsomely."

390. The college has outgrown the building in which it is now located, and plans and estimates have been prepared for certain additions, which are estimated to cost Rs. 59,000. Government has offered to contribute half the cost, and I think Mr. Garrett overrates the difficulty of raising the other half amongst the wealthy Eastern Bengal zemindars. The Principal shows, in the following extract from his report, the urgent need for additional accommodation, and in a work of this kind we may surely rely upon the liberality of the Dacca community.

"No additions have been made to the building in the past year. Every corner of room, however, has been utilized. The library was occupied throughout the year by the Persian and Arabic classes, to the very great inconvenience of readers. The museum, which had for many years, however, been in a neglected state, had late in the year to be removed altogether from the college building to make another class-room; and at last it became necessary to take rooms outside the college precincts to accommodate the rapidly increasing classes. A building known as the Eastern Bengal Theatre has been hired on a rental of Rs. 10 per mensem for this purpose. The number of students now in the college and school is close upon 650, and the building was intended to accommodate 350. Mr. Sutcliffe, when officiating as Director of Public Instruction, visited the college and school last year, and saw for himself the inadequacy of the building. And later in the year His Honor the Lieutenant-Governor, on the occasion of his visit to Dacca, promised the people that all should be done that funds would permit, to render the building less unfit. Later on still, reports were called for as to the practicability of raising local subscriptions for improving the college building, though with little result. And finally, the Government of Bengal called for plans and estimates from the Public Works Department, and signified its readiness to pay half the cost of the required improvements. These plans have been prepared and submitted to the preliminary criticism of the educational authorities, and will be in the hands of the Secretary to Government in the Public Works Department in a day or two. The work must be pushed on with all speed, unless the Principal is to stop all further admissions to the school—a step which will entail a loss to Government. A large hall for examinations, a library, another large class-room, and a laboratory for science lectures, are additions which cannot be done without. Whence the half of the cost is to come to supplement the other half which Government offers, is still a problem. There has been already of late a severe drain on private resources for works of a public character, and it will require a good deal of pressure to make up the required amount. Besides, there is a feeling that Government might do more for the second college in Bengal, considering the fact that it was built in the first instance with large assistance from private funds."

391. PATNA COLLEGE.—The number of students on the rolls on 31st March was 98, of whom three belonged to the Civil Service class and ten were out-students. The number

returned for the previous year was 92, of whom six belonged to the Civil Service class and three were out-students. The average number on the rolls was 79, and the average daily attendance 64. The students were classed as follows:—

First year	33
Second year (including eight out-students and three Civil Service students) ...	35
Third year	10
Fourth year (including two out-students)	15

392. There has been but little variation in the strength of the classes since 1871, when the numbers rose from 65 to 87. "The schools," says the Principal "which feed the college pass comparatively few candidates at the entrance examination, and hence the growth of the college is but slow. With a moderate degree of success at the examination, the number of students might by this time have pretty nearly equalled the attendance at the other full colleges at Hooghly and Dacca." The number of successful candidates at the last entrance examination from the feeding schools of the college was 45, and of these 31 have been admitted. Of the 10 successful candidates of the Bhagulpore school, five only joined the college, and of the five successful boys from the Monghyr school none have come. Classified according to race, the 93 students consisted of 53 Beharis, 38 Bengalis, and two others. "In the preceding year," says the Principal, "the number of Beharis was 48, and of Bengalis 42; while in 1873 the Beharis numbered only 40, and the Bengalis 55. In the early days of the college the classes were chiefly composed of Bengalis. These figures are interesting as showing that the natives of the province are overcoming their distrust of English education, and beginning to avail themselves freely of its advantages. The returns of social position disclose likewise a gratifying symptom of progress on being compared with previous returns, for they show that the upper classes are no longer keeping aloof either from school or from college. Thus, in the year under report, 18 of the students belonged to the upper classes and 75 to the middle. In 1872, and also in 1873, only four students were included in the upper classes, and in 1874 there were 14. A similar increase is shown in the school, where the number belonging to the upper classes is now 42, as against 35 last year, and 24 in 1873."

393. I agree with the Principal in thinking that these facts indicate an increasing appreciation of the advantages conferred by education, and I see no reason to doubt that the college will, in a few more years, stand in the foremost rank of mofussil colleges.

394. Classified according to creed, the students consisted of 78 Hindus, 13 Muhammadans, and 2 Christians, showing an increase of 3 Muhammadans, as compared with the previous year. The increase in the number of Muhammadans is steady, though slow, the numbers in each session for the last eight years, from 1868 up to date, having been 4, 8, 6, 10, 9, 11, 10, and 13 respectively. On the course of studies in the college, the Principal remarks:—

"As the A course is not taken up in this college, the study of history, philosophy, and oriental languages is confined to the first arts classes. Of the alternative B courses, the only one which the college is as yet in a position to take up is that which embraces chemistry, physical geography, botany, and general physiology. Chemistry is taken up by all the students of the first arts classes. A short course, however, of lectures on elementary psychology is given to the first-year class as an introduction to logic. In the same class the number learning Sanskrit is 15, Arabic 9, Persian 8, Latin 1. In the second-year class 22 learn Sanskrit, 10 Arabic, and 2 Persian."

395. The gross expenditure for the year was Rs. 38,433, and the fees collected were Rs. 5,020, income and expenditure being nearly the same as in the previous year.

396. The following is the Principal's report on the result of the University examinations for the year:—

"The number of candidates who appeared at the first arts examination was 37. One was turned out for using unfair means, and 15 were passed, 1 in the first division, 8 in the second, and 6 in the third. The failures were 9 in English, 16 in second language, 5 in history, 11 in mathematics, 11 in logic, 7 in chemistry, and 6 in psychology. Of the 15 who failed in the second language, 12 were plucked in Sanskrit, 2 in Arabic, and 2 in Persian."

"The number of B.A. candidates was 10, of whom 4 passed, 2 in the first division and 2 in the second. The failures in each subject were few, being 2 in English, 3 in Sanskrit, 2 in mathematics, 1 in philosophy, 2 in chemisty, 1 in physical geography, and 2 in physics and natural science. Siv Saran Lal, who went up to this examination as a teacher, may fairly be claimed as a passed candidate from this college, since he had left it only a month or two before completing his two years' course after passing the first arts examination."

397. The number of scholarships held in the college was 48, consisting of 9 senior scholarships of the second grade, 36 junior scholarships, and 3 private scholarships, two of which are paid from the Mohsin Fund, and one from the Harballabh Fund.

398. *Civil Service Class.*—The number of students in the class on the 31st March was only 3, and it does not appear from the Principal's report whether any of those appeared at the examination. The gross expenditure on this department for the year was Rs. 4,334, of which Rs. 106 was met by fees, and the net cost to Government was Rs. 4,228. The class has now been abolished, and the surveying teacher has been transferred to the Department of Public Works.

SUPERIOR INSTRUCTION.

399. The want of a hostel in connection with the college, at which students from outlying stations could be provided with board and lodging at a moderate cost, has long been felt, and at the beginning of the current session, the Principal was authorized to rent suitable premises, and to arrange for the reception of boarders. A grant of Rs 200 was made by Government to meet the preliminary outlay on furniture and fittings, and of this Rs. 120 had been spent up to the close of the year. On the position and prospects of the institution at the close of the year, the Principal writes—

"This institution, of which there was great need, was opened on the 3rd of February in a large and commodious house situated in the immediate neighbourhood of the college. The number of boarders for the first month was only 13, but the number has now risen to 30, and is gradually increasing. Of the 30, 23 are Hindus, and 7 are Muhammadans. Of the 23 Hindus, only 1 is a Behari, all the others being Bengalis. The Beharis hold back, partly from distrust of anything like innovation, and partly from caste prejudices and scruples about eating. I have endeavoured to obviate all reasonable objections, and trust the hesitation on the part of the Beharis will soon be overcome. As you have sanctioned a rule that all scholarship-holders must join the hostel unless they are able to satisfy the Principal that they can be accommodated in the house of some relative or friend, who may be trusted to exercise a proper supervision and control over them, there is likely to be a considerable accession to the numbers when the college re-opens after the midsummer holidays. Perhaps a greater number would have joined at first, could the hostel have been opened at the very beginning of the session, before the students coming from a distance had taken lodging-houses. The immediate supervision of the boarders has been entrusted to Babu Chhotaram Tiwari, the Sanskrit Professor, and I have been most ably assisted by him in arranging the details of management. He has shown much tact in dealing with the difficulties which naturally attend in the outset an undertaking of so novel a character, and certainly is doing his utmost to make the experiment succeed."

400. The ordinary expenditure of the hostel during February and March amounted to Rs. 380-8-3, while the income from payments by boarders was Rs. 236-14. This loss has been met from the advance of Rs. 500 which Government made on the opening of the institution, and is to be repaid from the surplus income of the whole year.

401. It has been found necessary to undertake heavy repairs of the present college building, which, as in the case of Dacca, appears to be neither large enough nor convenient. I heartily wish the Commissioner success in the efforts he is about to make to provide the province with a building in every way worthy of it. On this question the Principal says:—

"The building is, as you know, neither very imposing in external appearance nor well adapted internally for the purposes to which it is applied. Mr. Metcalfe, the Officiating Commissioner, considering its defects to be beyond any effectual remedy, has suggested that an entirely new edifice should be built, handsome alike in its proportions and its design. His scheme embraces the completion of the present edifice by the addition of another wing and its conversion into a boarding-house for the students, and also the erection of suitable residences for the college officers. The scheme, if carried out in its integrity, will probably involve an outlay of between two and three lakhs of rupees. The nucleus of a fund for carrying out this great design may be formed by the balance still at credit of the building fund (about Rs. 23,000). This balance was to have defrayed the cost of the projected chemistry lecture hall and laboratory, but these may very well form integral parts of the new structure. I had the honor to bring the scheme to the notice of the Lieutenant-Governor in a personal interview. He was pleased to approve of it, but reserved making a final decision till he next went to Behar, when he would take the opportunity of visiting the college."

402. *Gymnastics.*—The Principal reports that the prejudice against gymnastics is beginning to give way, and that the classes are now better attended, more especially by the boys of the school department. Four of the best boys competed at the Belvedere tournament, but they all failed to carry off any of the prizes.

403. KISHNAGHUR COLLEGE.—Mr. Lobb proceeded on furlough for two years in June 1874, and Mr. Lethbridge was appointed to officiate for him as Principal.

404. The number of students on the 31st March 1874 was 46, and on 31st March 1875 it was 61, who were classed thus:—

First year	28	Second year	33

"It will be seen," the Officiating Principal says, "from this that we have now far more than made up the losses of the last two years. We commence the present session with classes considerably larger than any that we have had since the year of the reductions, and 33 per cent. larger than those of last year; and inasmuch as the simultaneous increase in the collegiate school has been on a far larger scale, I think I may express a confident hope that the present prosperity of the college will not only be maintained, but will advance at even a still more rapid rate. At the time of writing we have 35 in our senior and 30 in our junior class. It must be remembered that the college largely depends for its prosperity on

the prosperity of the school, and the latter has not yet had time to affect the present condition of the college, which has indeed only made up for the recent weakness of the school by drawing its recruits largely from other sources."

"I attribute this remarkable increase of number entirely to the impetus given to the cause of high education in this part of Bengal by the visit of His Honor the Lieutenant-Governor in September last, by the kind way in which His Honor received the local memorials for the resuscitation of our B.A. classes, and by the encouraging words he addressed to our students on that occasion. I believe that there are no communities in the world so susceptible to public opinion as the middle and higher classes of this country; and during the past two or three years the idea had got abroad among them, that the authorities of the land were hostile to high education, and did not think much either of university men or of university learning. Both students and their guardians had begun to think that other lines of life cheaper and less laborious than that of the student would pay better in the long run, and the vast majority of the young men belonging to the classes who attend our colleges are compelled, by their circumstances, to think chiefly of what will pay, in selecting their line of life. The kind encouragement given to this college by the Lieutenant-Governor on the occasion of his visit has shown the people of this neighbourhood, unmistakably, that they were wrong in supposing the authorities indifferent to academical learning."

405. Twenty-one students went up to the first examination in arts, of whom only one passed in the second division, and five in the third. On this result the Officiating Principal remarks:—

"The results of the University examination are again deplorable, but not worse than I expected from the state of the college. I need not, however, make any further remark upon them, for, as we have now evidently turned the corner, I confidently look for quite different results in the next examination; and if all goes well in the first arts examination of 1876, this college ought to take its old place, for our first-year class is very strong, and of admirable quality, quite equal to anything we ever had before the reductions."

One scholarship of the second grade was awarded on the result of the first arts examination.

406. During the year 193 volumes have been added to the library, "which," says Mr. Lethbridge, "when I took charge in June last, I found in great confusion, as the books had been re-arranged, but (for want of a librarian) not re-catalogued. Moreover, I found that the head-clerk, who nominally discharged the duties of librarian, in addition to all the clerical duties of this institution, was utterly unable properly to attend to this work." On the representation of the Officiating Principal, a separate librarian was appointed in January last. "The urgent necessity," says Mr. Lethbridge, "for the appointment has now been fully shown, for, on re-arranging the books in their former order, prior to the preparation of a new catalogue, I regret to say that I discovered that no less than 50 books had been lost during the interregnum." The appointment of a separate librarian will not, however, save the library from similar losses in future, unless the practice of calling in all books at the close of a session is strictly enforced.

407. The gross expenditure for the year was Rs. 18,644, and the income from fees Rs. 2,648. His Honor the Lieutenant-Governor paid a visit to the college in September last, and, in reply to the urgent appeals of the community for the re-establishment of B.A. classes, prescribed the following conditions for their restoration:—

1.—That the sum of Rs. 75,000 should be raised by local subscriptions, and be held by trustees as a permanent endowment of the college to the extent of Rs. 3,000 per annum.

2.—That a further local contribution of Rs. 3,000 per annum should be promised by responsible persons for a period of five years.

On the fulfilment of the above conditions, the Lieutenant-Governor promised to provide in the educational budget a sum of Rs. 6,000 annually for the next five years, thereby making an annual sum of Rs. 12,000 available for meeting the estimated cost of providing two native professors to teach the proposed third and fourth-year classes. A public meeting was held in the college hall in January, for the purpose of taking steps to raise the endowment fund required by the Lieutenant-Governor. The chair was taken by Mr. Richardson, the Judge of Nuddea, and the proceedings were characterised by an extraordinary amount of enthusiasm and unanimity. Resolutions were passed, thanking His Honor for the favorable consideration given to the wishes of the residents, and appealing to the wealthy inhabitants of the place to provide the necessary funds, and a committee was appointed for the purpose of raising subscriptions from the Nuddea and adjoining districts. The sum of Rs. 16,755 was subscribed at once before the meeting separated, and, under the guidance of the Officiating Principal, as Honorary Secretary to the fund, the business of collecting subscriptions has been actively pushed on in Nuddea and the neighbouring districts. The results of the steps taken by the central committee for raising subscriptions in the adjoining districts are not yet known, "but," says the Officiating Principal, "inasmuch as nearly half the lump sum required (or more than Rs. 31,000) has already been promised independently at head-quarters, I trust I am justified in believing the success of the scheme assured."

SUPERIOR INSTRUCTION.

408. Mr. Lethbridge has, however, proceeded home on six months' leave from 1st May, and during his absence the business of collecting money may not perhaps proceed so actively. If, however, it should appear in November or December that the proceedings of the central committee have been successful, there will be no difficulty in organizing a native professorial staff in time for the opening of the new session in January 1876.

409. BERHAMPORE COLLEGE.—At the close of the year there were 25 students on the rolls, being five more than the number in the previous year. The first-year class contained 15 students, and the second-year 10. Twelve of the 25 pupils are returned by the Principal as zemindars and persons of independent income, 10 as professional persons, two as Government servants, and one as a merchant.

410. Eight candidates went up to the first arts examination, and four were passed, three being placed in the second division and one in the third. The failures were three in English, one in the second language, one in mathematics, one in logic, and two in chemistry. The Principal says: "I had expected better results, and that six would certainly have passed." To the two highest of the passed students in the second division senior scholarships were awarded, tenable in the Presidency College.

411. Of the four junior scholars in the first-year class, two were deprived of their scholarships for irregular attendance; and of the others, one retained his scholarship on the result of the annual examination, and the other, who was unable to appear at the examination, on the general progress he had made in the class during the year.

412. The gross expenditure for the year was Rs. 20,273, and the income from fees Rs. 1,330. The cost to Government of each college student was therefore Rs. 1,114 per annum, and I see no present prospect of a reduction of this heavy charge. The collegiate school, which should be the main feeder of the college, failed again very miserably at the last entrance examination. Out of a class of 33 boys, 24 were permitted to go up to the examination, and of these all but five failed, only one having reached the standard of the second division. No explanation of the result is offered by the Principal, who merely remarks: "I regret that the entrance examination results have again been very unfortunate, notwithstanding all the precautions and monthly examination with prizes during the entire session." Many of the zemindars of the district are wealthy, and some of them noted for their liberality; and I think some effort should be made to move them to contribute an endowment fund for the college, and thereby reduce the very large cost of each student to the State."

413. The Civil Service class has been abolished, and the ponies, &c., which certain residents had kindly placed at the disposal of the Principal for the use of the riding class, have been returned.

414. The Hostel Fund now amounts to Rs. 14,000, invested in 4 per cent. papers, and it is intended that the institution should be opened on the 1st July.

415. SANSKRIT COLLEGE.—At the close of the year the College Department contained 25 students, being one less than the number in the previous year. They were all Hindus, four belonging to the upper and 21 to the middle classes. The instructive staff of this department consisted of three Sanskrit professors, besides the Principal and an English lecturer. The college sustained a great loss by the death of the learned and able Assistant Professor of Rhetoric, Pandit Chandra Mohan Siddhantabagish, which took place in May, and his place was taken by Pandit Ramnarayan Tarkaratna, the first grammar pandit of the school. The students of the first and second-year classes pay fees at the rate of Rs. 5 per mensem, and, under special arrangements, the third and fourth-year students attend the classes of the Presidency College in all their studies except Sanskrit, paying the full or half rate of fees in that institution according as they are holders of senior scholarships or not.

416. Seven students went up to the first arts examination, and two passed in the third division. The Maharaj Kumar Bettiah's Scholarship of Rs. 10 a month for one year was awarded to one of the successful candidates. Three out of five of the students who had studied in the Presidency College under the special arrangements above mentioned, went up to the B.A. examination, and all passed—one being placed in the first division, one in the second, and one in the third. Gyanendra Nath Das, who passed in the first division, stood fourth in order of merit. Two of the graduates of the year are now reading the M.A. Sanskrit subjects in the college, and have been awarded scholarships of Rs. 50 and Rs. 25 a month respectively. Two candidates went up to the M.A. examination in Sanskrit, and one of them passed.

417. The officers of the college as usual conducted the examination for scholarships and prizes, and upon the result, eight senior and eight junior scholarships, amounting to Rs. 160 a month, were awarded. Prizes of books to the extent of Rs. 150 were awarded to successful pupils in the junior classes.

418. Several valuable additions of books, English and Sanskrit, have been made to the library during the year. Under the suggestion of Babu Rajendra Lal Mitra, Government has sanctioned an expenditure of Rs. 2,000 on the preparation of a new catalogue of the Sanskrit manuscripts belonging to the library. This amount will be provided in the budget for 1876-77. The whole of the rooms lately occupied by the Presidency College in the central block of the old college building have been made over to the Sanskrit College, which is now provided with accommodation somewhat in excess of its wants.

419. CUTTACK HIGH SCHOOL.—*College Department.*—The number of students on the rolls on 31st March during the last four years is shown below:—

	Students.		Students.
1872	19	1874	17
1873	14	1875	20

420. Classified according to religion, the students consisted of 18 Hindus, one Muhammadan, and one Christian; and in race, eight were Bengalis and 10 Uriyas. All the students, except one from the Pooree school and two from the Balasore school, had joined the classes after passing the entrance examination from the school department of the High School.

421. The 20 students on the rolls on 31st March last were divided equally between the first and second-year classes. The seven students of which the second-year class consisted in December last, went up to the first arts examination, but two only were successful, both being placed in the second division. On this result the head-master says:—

"I am unable to account for so large a proportion of failures, as I had assumed charge but a short time before the examination." The University statement shows that all the plucked students failed in English, and that one failed in the second language, one in history, one in mathematics, and one in psychology. Upon the result of this examination, senior scholarships of the second grade were awarded to the two successful candidates.

422. Amongst the ten students composing the second-year class of the current session there are six holding senior scholarships, four of the second grade, and two of the third, and another holds a scholarship founded by the Maharajah of Dhenkanal for the encouragement of Uriya boys. Amongst the ten boys of the first-year class, there are three holding junior scholarships, one of the second grade and two of the third, and there is also one student in this class holding a Dhenkanal scholarship.

423. The head-master was assisted in the examination of the first-year students by Messrs. Beames, Parry, Stevens, and Babus Rangalal Banerji and Abinash Chundra Chatterji.

424. On the general result of the examination of both classes the head-master writes:—

"Taking into consideration the liberal distribution of scholarships, and making every allowance for the peculiar disadvantage under which these classes are carried on, I cannot myself regard the result of the annual examination of either of them as quite satisfactory, nor the standard hitherto gained by them as at all compensating the yearly outlay. My predecessor considered the want of feeders a great drawback to these classes. It doubtless is a disadvantage, but the want of real earnest work in the school department is not to be excepted. Much more industry must be displayed by pupils in the higher classes of the school before the results are more satisfactory in the college classes. I look to my assistants to aid me to grapple successfully with the hindrances; and, from the hearty co-operation which they have already accorded, I doubt not that their assistance will be competently and cordially given."

425. No great improvement in the first arts classes can be looked for till better material comes up from the school; and it is to improved teaching in the latter that the head-master should give his unceasing attention. The popularity of the school is evidently increasing, the number of boys now on the rolls being 234 against 216, 191, and 169 in the three previous years. With 300 boys on the school register there ought to be an annual supply of 15 to 20 students to the college classes from this institution alone.

426. BAULEAH HIGH SCHOOL.—*College Department.*—The college classes were first opened on the 1st April 1873, and the number of students on the rolls on 31st March was 25, of whom 15 were in the first-year class, and 10 in the second. The corresponding figures for the previous year were 27, 18, and 9. All the pupils were Hindus, and belonged to the middle classes of society.

427. Of the nine pupils on the rolls of the second-year class at the beginning of the session, the most promising (Emarat Shek) was carried off by cholera, two were expelled for insubordination under the orders of the Commissioner, and one left from inability to pay his tuition fee, so that there remained five in December, who were all allowed to go up to the first arts examination. The result of the examination was most unsatisfactory: all failed. The University statement shows that four failed in English, four in Sanskrit, two in history, two in mathematics, four in logic, and two in chemistry. Commenting on this result, the head-master says:—

"This unfavorable result, which was partly anticipated, as alluded to in the last annual report, was owing to a variety of causes, of which the following were the principal:—

1.—The first-year class for 1873 being opened on the 1st of April, instead of at the commencement of the academic year, the candidates had lost full three months of the first year, that is, one-third of the working period of that year, or one-sixth of the entire period allowed to first arts students for going through the appointed course.

SUPERIOR INSTRUCTION.

2.—It is also to be remembered that, in consequence of the delay thus made in opening the first arts class, the most distinguished of the successful candidates of the school at the entrance examination of December 1872 had proceeded to join other affiliated institutions, and so those that remained to form the first-year class were in general of low capacity and intelligence, as will appear from the fact that there was not a single scholarship-holder among them.

3.—There were, moreover, serious interruptions to study, caused by the extreme, unhealthiness of the station, and the fearful prevalence of cholera and small-pox in it during a considerable portion of the year, by which not only the most promising of the second-year boys was carried off, but the survivors became ill-fitted to properly prepare themselves for the examination."

428. I think the head-master gives good reasons for the ill-success of the candidates at the last examination; and it is but fair that the staff should not be judged too harshly on the result of an examination conducted under such exceptional circumstances.

429. On the science class the head-master remarks:—

"The chemistry class was, on the 31st March 1875, attended by 10 out of 25 pupils on the rolls. During the past year Rs. 60 was granted for the purchase of chemicals, and apparatus, in addition to Rs. 40 previously allowed; but this supply was quite insufficient for the requirements of the class. The subject will be soon laid before the authorities of the school, with a view to a suitable amount being laid out for procuring the requisite instruments and laboratory materials."

430. It appears that the income of the College Department during the year was Rs. 5,826 from fees and endowment, whilst the expenditure was Rs. 5,494; and I think the surplus at credit could hardly be better spent than in providing the science lecturer with suitable apparatus and laboratory materials.

431. The new building for the accommodation of the college classes, to the cost of which the Ranee Sarat Sundari Devya generously contributed Rs. 10,547, was completed in February, and the transfer of the classes and the library to this building has given sensible relief both to school and college. The thanks of the department and of the Bauleah community are due to the Ranee for her great liberality in this good work.

432. MIDNAPORE HIGH SCHOOL.—*College Department.*—This department was opened on the 1st January 1873, and the number of students on the rolls on 31st March last was 12, being one less than the number in the previous year.

433. For the first time this High School sent up candidates to the first arts examination in November last, and the result reflects credit on the head-master. Out of seven candidates three passed, one being placed in the first division, one in the second, and one in the third. The student in the first division stood fourth in order of merit in the general list, and gained a first grade senior scholarship, and a second grade senior scholarship was awarded to the candidate who was placed in the second division. Both these students have joined the Presidency College. The third successful student also received a local scholarship of Rs. 5 a month, founded by Rajah Lachman Prasad, of Mahisadal, and he is now reading for the B.A. examination in the General Assembly's Institution in Calcutta. Of the four candidates who failed, two failed in English, three in Sanskrit, three in logic and philosophy, two in history, and one in mathematics. "This result of the first arts examination," says the head-master, "must be considered as highly satisfactory, both as regards the proportion of the passed candidates to the number sent up, and the amount of scholarship displayed by the best candidate, both of which are taken into consideration in judging of the position of an institution of this kind in a given year."

434. The Vice-President of the District Committee makes the following remarks on the working of the school during the first two years of its existence:—

"The results of these examinations (entrance and first arts) cannot but be regarded as highly satisfactory and creditable to the tutorial staff, and the success of the highest candidate in the first arts examination is most surprising, considering the quality of the staff entertained by the institutions against whose students he had to compete. The chief credit for this must of course belong to the head-master, Babu Gangadhur Acharjya; and I can hardly be wrong in assuming that the High School under him has, so far as the result of the first two years are concerned, far outrun any other High School hitherto established in the Lower Provinces."

In the above remarks by Mr. Harrison I cordially concur.

435. GENERAL ASSEMBLY'S INSTITUTION.—The number of pupils on the rolls on 31st March was 104, distributed thus: 46 in the first year, 33 in the second, 14 in the third, and 11 in the fourth. The corresponding figures for the previous year were 80, 22, 25, 12, and 21, so that, whilst the total in the three highest classes was the same as in the previous year, there has been an increase of 24 in the first-year class.

436. The institution sent up 29 candidates to the first arts examination, and of these three passed in the second division and five in the third. Twenty-two candidates went up to the B.A. examination, and ten passed; three in the second division and seven in the third. Three graduates appeared at the examination for honors, and two for the degree of M.A.; one passed for honors in English in the third class, and one passed the M.A. examination in mental and moral science. Three junior scholarships were held by students in the first and second-year classes, and in addition to these, scholarships of the aggregate value of Rs. 47 per mensem were awarded by the college for proficiency at the quarterly examinations.

437. On the position of the college generally, the Principal writes: "The numbers attending the classes of this college have been gradually rising during the past few years, until now it is believed that they are somewhat higher than those of any other aided college in Calcutta, while the thoroughness and efficiency of the work done is shown by the results of the University examinations, which compare favorably with the results of colleges enjoying considerably more assistance from Government, and having a larger staff of European professors."

438. *Cathedral Mission College.*—The number of students on the rolls on 31st March was 75, distributed as follows:—

First-year class	28
Second-year class (psychology 12, chemistry 9)	21
Third-year class (Course A. 5, Course B. 5)	10
Fourth-year class (Course A. 9, Course B. 7)	16
Total	75

The Principal writes: "This table clearly indicates that the permission accorded to students of aided colleges of attending the physical science lectures at the Presidency College has been advantageous to this college. Our proximity to the Presidency College makes it easy for our students, without much loss of time, to attend both. I have not noticed that the arrangement has resulted in any weakening of discipline, or any disorderliness of behaviour. On the whole, I have reason to be satisfied with the conduct of our students during the past year."

439. On the result of the public examinations for the year, the Principal remarks:—

"We had not a B.A. class last year. We sent up to the B.A. examination four of our own students who had failed the previous year, and who again passed a test examination which we instituted. They received no lectures whatever, and were entirely dependent upon their own private reading. Of these four, one passed in the third division. The best candidate failed, as he had failed the previous year, in mathematics only."

"Our second-year class was satisfactory as regards numbers, but not very hopeful in other respects. Twenty-six went up to the first arts examination, of whom five only passed—three in the second and two in the third division. We have a smaller but better class this year, and I think the proportion of failures to passes will be reduced."

440. Free Church College.—On the 31st March there were 99 students on the rolls, viz., 40 in the first-year class, 29 in the second, 12 in the third, and 18 in the fourth. The number of students taking up the B course was 14, viz., six in the fourth year, and eight in the third. The number of students taking up chemistry in the second-year class was nine. Of the 99 students, two belonged to the upper classes and 97 to the middle; in religion, two were Christians, and 97 Hindus. Seventeen candidates went up to the first arts examination, and of these nine passed—five in the second division, and four in the third. Four of the successful candidates gained Government senior scholarships. Thirteen candidates went up to the B.A. examination, and of these five passed—one in the first division, one in the second, and three in the third. The candidate placed in the first division stood second in order of merit on the general list. One graduate passed the examination for honors in mathematics, and another in history and political economy, both in the third class.

441. St. Xavier's College.—At the close of the year the number of students on the rolls was 45, distributed as follows:—15 in the first-year class, 11 in the second, seven in the third, and 12 in the fourth. The corresponding figures for the previous year were 39, 12, 10; 6, and 11.

442. Three candidates went up to the first arts examination, and seven to the B.A. examination. Of the former, two passed in the third division, and of the latter one passed in the third division. Four senior and five junior scholarships have been made tenable in the college, besides one from the North-West Provinces, and one from the Calcutta Madrasah. On the course of study followed in the college, the Rector says: "The B course is taught in this college, and we have found great advantage in making the physical science lectures obligatory for the students of the four classes, who thus go twice over the whole course before their examination. I am of opinion that the introduction of physical geography in this course is a most unhappy one, tending more to encourage cramming than to improve in any way the scientific training of the students. With the kind assistance of the Bengal Government, supplemented by private subscriptions, a spectroscopic observatory is in course of erection for the special purpose of studying the physical constitution of the sun, and advantage will be taken of it to acquaint the students practically with this new and interesting branch of astronomy."

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443. On the foundation of scholarships in connexion with the college, the Rector remarks: "N. Pogose, Esq., of Dacca, has kindly founded two scholarships in our college on the following principle, proposed by the Rector, in aid of the building fund. Every donor of Rs. 1,000 will be entitled, he and his heirs, to send to St. Xavier's College one day-pupil free of charge for a period of 50 years. Donors of Rs. 8,000 are entitled to send a boarder free of charge for the same period."

444. LONDON MISSION COLLEGE, BHOWANIPORE.—There were 39 students on the rolls of the college at the end of the year; 26 in the first-year class, and 13 in the second. The corresponding figures for the previous year were 27, 19, and 8. "This," says the Principal, "shows an increase on last year. It may be interesting to state that of the 39 in the college, 30 were educated in our own school classes, four in our branch schools, one in the Metropolitan Institution, and four in mofussil schools."

445. Of the 22 pupils passed at the last entrance examination from this institution, 18 have joined the college department, and four of them obtained junior scholarships. Out of five students sent up to the first arts examination, four passed—two in the second division and two in the third, and one of them obtained a senior scholarship. Of the private scholarships available at the institution, the Principal says: "About Rs. 17 a month have been given in the scholarships, named after the late Mr. Swan. About Rs. 9 a month have been presented to successful competitors in the periodical college examinations, and Rs. 3 a month to the students from the London Mission Branch School, Behala, who obtained the Behala Scholarship."

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446. SPECIAL INSTRUCTION.—Instruction in law, medicine, and engineering is given in colleges affiliated to the University, according to the requirements laid down in the regulations of the different faculties for degrees.

447. LAW.—The number of Government institutions in which law classes are now maintained is five, being a decrease of one during the year by the closing of the class at the Midnapore High School in December last. The closing of the Midnapore class was owing to the change in rules of the High Court for the examination of pleaders.

448. The following is a statement of the attendance and expenditure in the Government law schools for the year ending 31st March.

Statement of Attendance and Expenditure in the Government Law Schools for the year ending 31st March 1875.

Names of Institutions.	Number of Students.		Number of Students on 31st March learning through		Religion of Students as on 31st March.				Received.			Expended.
	On the rolls on 31st March 1875.	Average daily attendance	English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Others.	From Government.	From fees, &c.	Total.	
									Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency College	225	164	225	...	2	217	6	...	.....	17,865 0 0	17,865 0 0	15,264 3 0
Hooghly ditto ...	8	6	8	...	...	7	1	...	457 0 0	1,463 0 0	1,920 0 0	1,920 0 0
Patna ditto ...	32	22	32	...	...	26	6	...	2,000 0 0	1,255 0 0	3,255 0 0	3,255 0 0
Dacca ditto ...	23	12	23	...	...	22	1	...	880 0 0	1,520 0 0	2,400 0 0	2,400 0 0
Krishnaghur ditto ...	1	3	1	...	...	1	...	...	.....	190 0 0	190 0 0	190 0 0
Total ..	289	207	289	...	2	273	14	...	3,337 0 0	22,293 0 0	25,630 0 0	23,029 3 0

549. The number of students was less by 10 than at the end of the previous year. At the Presidency College there has been an increase of 43 students, while there has been a decline in the number attending the mofussil colleges. During the year all the mofussil law classes ceased to be self-supporting, and in November last the Lieutenant-Governor, after considering various proposals as to their future position, came to the conclusion that, to maintain their self-supporting character, the most suitable plan was to close the second and third-year classes, and to keep open only a first-year class at the Hooghly, Dacca, and Patna Colleges, awarding to the lecturer all the class fees, in lieu of a fixed salary from Government. On the urgent representations of the residents at Dacca and Patna, the second and third-year classes were re-opened at these stations, till all the students then enrolled had completed their course, and on condition that the fee for the lectures was raised from Rs. 5 to Rs. 7 per mensem.

The second and third-year classes have not been re-opened at the Hooghly College, hence the small number of students enrolled on the 31st March.

450. The total cost of the law departments for the year was Rs. 23,029, which was met by Rs. 22,293 from fees, and Rs. 736 from the State. The surplus of receipts over expenditure at the Presidency College was Rs. 2,600, which accounts for the reduction of State expenditure in the mofussil colleges to Rs. 736.

451. *Law Examination.*—At the B.L. examination there were 71 candidates, of whom 69 belonged to Bengal. Of the latter three passed in the first division, and 36 in the second, as shown below:—

Colleges.	Number of candidates.	Number passed in	
		First division.	Second division.
Presidency College	56	2	27
Hooghly ditto	3	.....	1
Krishnaghurditto	1	1	.....
Dacca ditto	5	.....	4
Patna ditto	4	.....	4
Total	69	3	36

The B.L. examination is now the only one which the University holds, that for a license having ceased from last year.

452. Law Classes.—The following information is taken from the reports of the principals of colleges at which there are law classes.

453. Presidency College.—The number of students on the rolls of the law department on 31st March during the last four years is shown below:—

	1872.	1873.	1874.	1875.
Third-year class	98	20	45	56
Second-year ditto	.....	45	45	57
First-year ditto	84	63	80	97
Second-year Pleadership class	51	30	10	4
First-year ditto ditto	37	31	2	11
Total	270	189	182	225

On the present strength of the classes the Principal says—"I do not expect that the department will increase beyond its present strength, or fall much below it, unless under some unforeseen change in the rules for the admission of pleaders to the High Court. Students cannot now pass from the first to the second year lectures till after passing the B.A. examination, and this explains why the 80 students in the first-year class of 1874 decreased to 57 in the second-year class of 1875." The difference between the number in the first-year class of 1874 and the second-year class of 1875, is no doubt almost entirely due to the failure of these students at the B.A. examination; but some, who did not fail, may have migrated to the mofussil colleges at which there are law classes. Classified according to religion, the 225 students consisted of 217 Hindus, six Muhammadans, and two Christians; of whom 21 belonged to the upper, and 204 to the middle classes.

454. Last year there was an excess of payments over receipts, amounting to Rs. 1,319; but owing to the raising of the fee of second-year students from Rs. 5 to Rs. 10 during the last session, there was in the year under report an excess of receipts over disbursements, amounting to Rs. 2,601.

The college sent up 55 candidates to the B.L. examination, and 29 were successful; two being placed in the first division, and 27 in the second.

455. Hooghly College.—The number of students on the rolls on 31st March was eight, and the daily average attendance 6·5. "In consequence," says the Principal, "of the falling off in the number of students attending the law classes, the fees fell short of the salary of the lecturer, and as the law classes were established on the condition that the fees of the students should cover all expenditure, it was ordered, in the Resolution of Government of 21st November, that the second and third-year classes should be abolished, and that the first-year class only should be retained, and that the lecturer's remuneration should be the fees of the class. The second and third-year students find it inconvenient and expensive to attend the classes at the Presidency College, so they have petitioned His Honor the Lieutenant-Governor to re-open the classes, and petitions to the same effect have been made by the inhabitants of Chinsurah and Hooghly, but a reply has not yet been received." In consequence of these changes Babu Trailokya Nath Mitra resigned his appointment on the 1st January, and he was succeeded by Babu Navin Krishna Mookerji, the law lecturer of the Civil Service Department.

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Three candidates for the degree of B.L. went up to the examination, and one was placed in the second division.

The fees collected during the year amounted to Rs. 1,463, and the expenditure, to Rs. 1,920; of the latter amount the sum of Rs. 120 was from the fees after 1st January, when the changes came into operation.

456. DACCA COLLEGE.—The following table gives the numbers of the law department on 31st March for the last two years:—

	1874.	1875.
Third-year B.L. class	5	3
Second-year "	4	5
First-year "	7	9
Second-year Pleadership class	9	3
First-year " "	2	3
Total ...	27	23

The fees collected during the year amounted to Rs. 1,520, and the disbursements to Rs. 2,400, the difference, Rs. 880, being the cost of the classes to Government for the year.

457. "There has been," says the Principal, "no decrease of late years in the number of students reading for the B.L. degree. The falling off has been solely in the numbers of those reading for the pleadership examination. The new rules, raising very considerably the qualifications required, came into operation in January 1874, and their immediate effect has of course been greatly to diminish the number of students; consequently the law department has ceased to be self-supporting. The Government, considering that in this country the study of law does not need nursing, but may be safely left to take care of itself, proposed to do away with the second and third-year B.L. classes, and leave the first-year class to support itself. On earnest representations of the effect that this abolition would have on the college and school, especially in lowering the supply of good masters for the latter, and on reconsideration, Government consented to the whole course being taught at Dacca as heretofore, on condition, however, that the fee be raised from Rs. 5 to Rs. 7. There is every reason to believe that in a year or two the department will again be self-supporting.

"Four students and one ex-student of the department went up to the B.L. examination, and one only failed. One ex-student went up to the higher grade pleadership examination, and passed."

458. PATNA COLLEGE.—The number of students on the rolls on 31st March was 32, being two less than the corresponding number of the previous year. These consisted of 17 B.L. and 15 Pleadership students, of whom 26 were Hindus and six Muhammadans, 21 being Beharis and 11 Bengalis. This department having ceased to be self-supporting, was remodelled at the close of last session in accordance with the Resolution of Government abolishing the second and third-year classes. This change was not acceptable to the community, and on the urgent request of parents and pupils, the classes were re-opened on 1st April on their former footing, with the exception that the fee was raised from Rs. 5 to Rs. 7. The fees realized up to 31st December amounted to Rs. 1,255, and the expenditure was Rs. 1,800, the difference, Rs. 545, being the cost to Government.

Four candidates went up to the B.L. examination, and all passed in the second division. The second-year pleadership students were unable to appear at the examination held by the High Court for higher grade pleaders, as they had not passed the first arts examination.

459. KRISHNAGHUR COLLEGE.—During the 1874 session there were four students in this department, three for the B.L examination, and one for the pleadership examination. Of the former, one was a third-year student who went up to the examination in January, and came out first in the list of candidates in the first division. The pleadership candidate was unable to go up for examination, as he had not passed the first arts examination. During the current session there is only one law student. "There can be no doubt," says the Principal, "that the law class ought to be abolished as a farce; if it were to remain long in its present weak status indeed, it would doubtless soon dissolve of itself, as no lecturer would be found to do the work for the sake of one student. But Baranasi Babu is willing to continue his lectures until we get our B.A. classes back, when he anticipates a large increase. Under these circumstances, I would recommend that the department be allowed to exist until we can see the results of the re-establishment of the B.A. classes, which I hope will be a *fait accompli* before the time for submitting the next annual report."

460. BERHAMPORE COLLEGE.—The Principal in his report says: "Lectures in law to the Civil Service class were delivered throughout the session of 1874. In the beginning of the present session two students were admitted,—one to the third-year University class, and the other to the pleadership class, the law lecturer having kindly undertaken to deliver the usual course, though he declines the remuneration from fees until the classes enlarge."

The class has now been abolished.

461. MIDNAPORE HIGH SCHOOL.—The alteration in the High Court rules for pleaders caused a gradual falling off in the number of students, and the class came to an end at the close of the 1874 session.

462. MEDICINE.—The standard for admission to the English department for licentiates at the Medical College has hitherto been the University entrance examination; but on repeated representations by the college authorities of the insufficiency of this test of general education for candidates entering upon medical studies, the University passed in August last amended regulations substituting the first arts for the entrance examination as a qualification for admission to the licentiate class. This change involved some alteration in the professional subjects for the L.M.S. and M.B. examinations, in order to maintain a substantive distinction between the standards for the two examinations. It was accordingly decided that at the first examination, which takes place three years after admission, candidates for the degree of M.B. should, as heretofore, pass an examination in *comparative anatomy and zoology*, in addition to the subjects prescribed for licentiates, and that at the second or final examination, which takes place two years after the first, such candidates should also pass an examination in *general and comparative physiology*, in addition to the subjects prescribed for licentiates. This change has been incorporated in the University regulations, and will take effect from the opening of the new session in June 1875. On the recommendation of the college authorities, the University has also decided on holding a separate examination in *hygiene* and *pathology*, instead of including questions on these subjects in the paper of questions on *medicine*, as had hitherto been the practice. As all the final students this year had attended a separate course of lectures in *hygiene and pathology*, this change in the examination was carried out at the examination held in March.

463. ENGLISH MEDICAL CLASSES.—*Medical College.*—The fortieth session of the Medical College closed on 31st March. During the session the college sustained a great loss by the death of Surgeon-Major Surji Kumar Goodeve Chakarbatti, M.D., one of the physicians to the hospital, and Professor of Materia Medica and Clinical Medicine. On this event the Principal, Dr. Chevers, writes: "Dr. Chakarbatti received the larger portion of his education in this college. He was one of the four students of this college who were sent by Government to complete their education in London, under the care of Dr. Henry H. Goodeve. Dr. Chakarbatti was an example to his countrymen of the fact that true eminence as a scientific physician is attainable by the natives of India. I believe that the tidings of his death was received with regret by every person in the college, in which he taught for 24 years. The Council unanimously decided that the college should be closed on one of his lecture days as a public expression of sorrow and of esteem for his memory."

464. When the session opened in June 1874, 319 students resumed their studies in the English class, and there were 161 new admissions and 36 re-admissions. The full strength of the class was therefore 549, the highest since the college was opened The strength in the eight preceding years was 504, 445, 388, 341, 373, 343, 233, and 196.

465. There were 233 paying students on the rolls when the session opened in 1874, and 159 new admissions took place. By passing final examinations and withdrawals during the session, the number of paying students was reduced to 227 at the end of the year, against 233, 210, 183, 153, 125, 86, 86, 65, 54, 34, 31, 33, and 9, in the 15 years which have elapsed since this class was established. Classified according to religion, the 330 students on the rolls of the English department on 31st March consisted of 273 Hindus, eight Muhammadans, 48 Christians, and one other.

466. The cost of the English department was Rs. 1,05,485, of which Rs. 24,725 was met by fees, and Rs. 80,760 from State funds. The corresponding figures for the previous year were Rs. 1,09,815, Rs. 23,618, and Rs. 86,197. The cost per head reckoned on an average daily attendance of 319 students was Rs. 330-10 against Rs. 326-8 in the previous year.

467. *University Examinations.*—Eleven candidates were registered for the first M.B. examination, and of these two passed in the first class, and five in the second.

For the first L.M.S. examination there were 155 candidates, of whom 69 had failed in previous years. Of these, only 31 were successful, including seven of the 69 who had failed in former years.

468. For the second M.B. examination there was only one candidate, and he had been rejected in 1874. He failed again. For the second L.M.S. examination there were 42 candidates, of whom 13 had been rejected at the examination of 1874. Two candidates were unable to present themselves, and three others were turned out of the examination for resorting to unfair means to pass. Of the rest only 13 were successful, including three of the rejected candidates of 1874.

The results of the first and second L.M.S. examinations show how necessary it was to raise the standard for admission to the licentiate class by substituting the first arts for the entrance examination.

469. *Hospital Apprentice Class.*—On the opening of the session, 25 hospital apprentices resumed their studies, and 21 new admissions took place. During the year seven passed their final college examination, and nine passed the local examination; two were transferred to regimental duty, one deserted, and one resigned the service. "Speaking generally," says Dr. Chevers, "the conduct, attention, and discipline of this class have been exemplary: and I am glad that I am now, for the first time since the education of this class was resumed

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in 1869-70, in a position to assert from my own personal experience here, that, as long as care is taken to send us down none but healthy, well-conducted, and intelligent lads, the training of this class in college may be confidently looked upon as presenting almost certain success. I attribute the present well-being of this class in a very large measure to the attention and judgment with which Mr. Apothecary W. A. Kidd exercises his duty of supervision and tutorial instruction. The strength of this class has now been fixed at 60."

470. *Military Class.*—At the opening of the session in 1874, 72 students of this class were present: 53 new students were admitted and three re-admitted, bringing the strength of the class up to 128. Of these, 27 passed their final examination, 16 were removed for misconduct, two were transferred to regiments, and one was allowed to leave the service. At the end of the session the strength of the class was 82, of whom all that were available, numbering 76, were transferred to the Temple Medical School at Patna, under arrangements made during the session.

471. "Upon the withdrawal of the military class," writes Dr. Chevers, "all immediate association between the staff of native teachers of those classes and this college ceases, except in the duty of examining the Bengali classes. I can only reiterate the fact which I have submitted in many previous reports, that these officers are gentlemen of the highest personal and professional character, who have long worked with me admirably, and whom I now thank most sincerely for the invaluable aid they have given me."

The students of the military class are stipendiaries and pay no fees. The cost of the class to Government for the year was Rs. 29,858.

472. *Campbell Medical School.*—On the opening of the session in June 1874, there were 506 students on the rolls: 307 new admissions and five re-admissions took place, bringing up the strength of the classes to 818. Of these, 109 passed their final examination, 112 were struck off the rolls or left the school, and 54 were transferred to the Dacca Medical School, where the first session will open on 15th June 1875. The 818 students included 66 scholarship-holders, 66 free-holders, three Orissa stipend-holders, 22 out-scholarship-holders, and 661 paying students: the tuition fee being Rs. 1, 2, and 3 a month during the first, second, and third years respectively.

The pupils consisted of 688 Hindus, 13 Muhammadans, and three others: 505 belonged to the middle classes, 161 to the lower, and the parentage of 38 was not known.

The cost of the school for the year was Rs. 41,342, of which Rs. 24,532 was met by fees, and Rs. 16,810 from State funds.

473. A librarian has been added to the establishment, and a small library allowance of Rs. 20 per mensem sanctioned. Much inconvenience is felt from having to use the temporary lecture rooms for operation cases, their construction being such that only a few of the students can see the details of an operation, and the teacher of surgery labors under great inconvenience from the want of sufficient light. The completion of the operating theatre (which will also be used as the lecture-room) will remedy the present inconvenience. "It is greatly to be regretted," says the Superintendent, Dr. Woodford, "that no practical medical jurisprudence is taught at this school, although one of the most important of subjects. The consequence is, the theoretical knowledge the students carry away from here as native doctors is apt to mislead rather than assist the magistracy in cases of murder, wounds, infanticide, &c.; that is, should any magistrate be inclined to trust to such evidence. As Professor of Medical Jurisprudence, I have no alternative at present, but to pass students of this school at their final examination, if well up in the theory of the subject, although they may possess no practical knowledge, and would not probably be able to make a *post-mortem* examination for want of the necessary instruction." On this subject Dr. Woodford has addressed the Deputy Surgeon-General, requesting him, in order that sound practical instruction may be given, "to move the Government to order all medico-legal cases to be sent by the Magistrate of the 24-Pergunnahs to the Campbell Medical School for examination and instruction by the teacher of medical jurisprudence, yearly during the winter session, viz., from 15th November to 15th of March."

474. Dr. Chevers has held the office of Principal of the Medical College for 15 years, and this being possibly the last time he will present the annual report, he submits the following statement of the progress the college has made during these years:—

"In 1861-62 the total strength of pupils was 409. When the Bengali class was removed in November 1873, it had augmented to 1,441. Last session the strength of the English class alone was 504. In 1861-62 the schooling fees amounted to Rs. 1,842-8-0, in 1873-74 they were Rs. 35,136-8-0, not including those of the Bengali classes for four months. Last session the fees received from the English class alone amounted to Rs. 24,695. In 1861-62 the number of paying students was 33, in 1873-74 it was 1,076. I submit these results with pleasure, but without any wish to claim more than my due share of credit for bringing them about. These results were not to be foreseen. The college was made over to me by my predecessors, Drs. Eatwell and Partridge, in admirable working order. My colleagues have always been a body of the most eminent medical men of their time, any one of whom, standing alone, would have given importance and reputation to the school. They have worked with me like brothers up to this day. Nearly all my assistants have been the very

persons whom I would select, if I had to perform this very laborious and responsible duty over again. All that I claim for myself is, that I have worked as hard as any one of the staff to the best of my ability."

475. *Temple Medical School.*—This school was opened on the 23rd June 1874, and on that date 20 students were enrolled. The number subsequently increased to 47, of whom 38 were Muhammadans and nine Hindus. A large number of boys applied for admission who had received little or no preliminary education, and it was necessary to reject them. Those actually enrolled were subjected to an examination by the Principal and Native staff before admission, and among the successful candidates 10 had a slight knowledge of English. A large majority of those who sought admissions were unable to pay the necessary tuition fees, and the Principal, with the liberal assistance of several gentlemen, collected a sum of Rs. 3,096, which was sufficient to provide 43 free presentations for the full period of study, three years.. All these have not at present been taken up, and, together with the free presentations and scholarships offered by Government, they offer inducements which should attract a better class of candidates. Of the 47 originally enrolled, 20 had ceased to attend in November, and amongst these were five Hindus, who left mainly from a dislike to practical anatomy. At the close of the year only 27 remained on the rolls, and they were examined by the Principal and native staff in the course they had gone over during the session. Twenty-two passed a fair examination, and 11 of these gained more than half marks. Six students were struck off during the year for irregular attendance and general inefficiency. Out of Rs. 200 allowed for prizes, the sum of Rs. 140 was expended in prizes to the six best students.

476. Of the sum of Rs. 3,096 subscribed for establishing free presentations, Rs. 295 was expended up to 31st March, and fees to the extent of Rs. 94 were collected from the students, making a total of Rs. 389 in fees for the year. The total expenditure on the school was Rs. 8,281.

477. During the first session there were admissions at so late a date as the 28th October, but the Principal has decided very properly not to admit any students in the next session, who do not apply in good time. Arrangements have been made for transferring the military class to this school from the Medical College on the opening of the new session. The Principal advocates the extension of the age of admission from 20 to 25 in special cases. No rule of age can be worked very exactly in this country, and I doubt whether the school would be benefited by extending the present limit. At 25 men will, as a rule, have tried to earn a livelihood by some occupation, and only those who have not been successful would be likely to apply for admission to the Medical School. Such men would probably be found very unteachable.

478. *Dacca Medical School.*—Arrangements have been made for opening this school on the 15th June 1875.

479. ENGINEERING.—The civil engineering classes form a special department of the Presidency College.

The number of students on the rolls on the 31st March during the last four years is given below :—

	1872.		1873.		1874.		1875.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students	Out-students.
Third-year class	15	.....	20	.....	27	1	12	.....
Second-year "	31	1	39	1	59	2	45	1
First-year "	66	3	73	2	133	25	99	.....
Total	112	4	132	3	199	28	156	1

480. In explanation of the falling off in the number of students, the Principal remarks :—

"There was a marked falling off in the number of admissions to the first-year class in June 1874. The falling off was greater even than at first sight appears from the preceding figures, as 10 out of the 99 students of the first-year are unpromoted students of the first-year class of the previous year. Taking into account the out-students of the previous year, there has been a decrease of 59 in the number of first-year students. The explanation of this is that, at the opening of the session in June 1873, a large number of students presented themselves for admission, apparently in the expectation that the mere fact of having been enrolled in the classes of the engineering department would, in some way or other, lead to employment under Government. How large a portion of the admissions to the department in 1873 were unfit to enter upon engineering studies will appear below, when

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the detailed results of the sessional examination of 1874 are given. It is extremely desirable that all who seek to qualify for a higher grade than that of sub-overseer should have passed the first examination in arts before they enter the department. I am not prepared to say that we could at once exact this higher standard for admission, but so desirable a reform should be kept steadily in view. The admissions in June 1874 included seven who had passed the first examination in arts, one of whom had received a senior scholarship; and to five of the others I recommended that scholarships of Rs. 15 a month for two years should be given from the unappropriated funds for graduate scholarships. This was sanctioned. The tenure of these scholarships during the second year will depend on the result of the annual examination, which will be held in May. Besides these departmental scholars, 21 holders of junior scholarships gained at the last award have elected to have them made tenable in the engineering department, so that the total number of scholarships held in the first-year class is 27."

481. The fees collected during the year amounted to Rs. 13,253, and the expenditure to Rs. 43,218; the corresponding figures for the previous year being Rs. 17,290 and Rs. 44,674. The falling off in fees was due to the decrease in the number of admissions in June last, and the smaller expenditure to the discontinuance of the services of one of the native assistant lecturers who had been entertained in the previous session, when the first-year class, owing to the large number of students, had to be divided into three sections.

482. Classified according to religion, the students consisted of 151 Hindus, two Muhammadans, and four Christians; of whom 155 belonged to the middle classes, one to the lower, and the parentage of one was unknown.

483. The following is the Principal's report on the examinations of the year:—

"The annual examination of the first and second-year students was held as usual in the month of May, with the following results:—

"At the time of the examination there were 129 regular students and 22 out-students (*i.e.*, students who had not passed the entrance examination before admission) on the rolls of the first-year class. Of these, three regular students and ten out-students did not present themselves for examination, whilst of the 138 who appeared, five were turned out for bringing in notes. The number of students who gained marks qualifying for promotion to the second-year class was 34, and certificates of the grade of sub-overseer were awarded to 11 others. Of the remainder who failed to qualify either for promotion or a certificate, 14 were permitted to remain in the class for another year. Out of a total of 151 students composing the first-year class, only 45 passed a successful examination, whilst 14 others did sufficiently well to warrant their being permitted to read in the same class for another year. This unsatisfactory result must be attributed partly to the defective training of some of the candidates before admission to the department, and partly to the want of application and attention to their studies which the professors frequently complained of in others."

"The second-year class, at the time of holding the examination, consisted of 39 regular students and two out-students. The latter did not present themselves for examination, and of the former eight were found fit for promotion to the third-year class, and a sub-overseer's certificate was granted to another; whilst twelve were allowed to study in the same class for another year. The 18 students who failed at the examination left the college, and will probably appear from time to time at the half-yearly examination held at the college for candidates seeking employment in the Department of Public Works, and in the meantime take such employment as they can find. Upon the result of this examination, the two Forbes' Memorial scholarships of Rs. 10 each were awarded to Navin Chandra Gupta and Haridas Pal. Upon my recommendation these students also were awarded scholarships of Rs. 10 each out of the unappropriated fund for graduate scholarships, and the balance of this fund was assigned in giving one scholarship of Rs. 15 a month, and four of Rs. 10, to the best of the students who had gained promotion to the third-year class."

"Thus, in addition to the scholarships paid from the General Fund, which students might have elected to hold in the engineering department at the opening of the session, there were six scholarships of Rs. 15 a month each, and six of Rs. 10 awarded to the students in this department from the unappropriated balance of Rs. 150 belonging to the Graduate Scholarship Fund."

"From the third-year class 24 candidates went up to the University examination in June, two for the degree of B C.E., and 22 for the license. Both the candidates for the degree failed, but were awarded certificates of the grade of sub-engineer, to which the result of the examination entitled them. Of the 22 L.C.E. candidates, two only were successful, and to these have been awarded scholarships of Rs. 50 a month; tenable for two years, during which they are to be attached to works in progress at the Presidency, for the purpose of receiving some practical training in the work of their profession. They also received certificates of qualification for the grade of assistant engineer. The balance (Rs. 150 a month) of the allowance for graduate scholarships was appropriated in giving scholarships to first and second-year students, as explained above. To three of the candidates who failed to reach the standard for the license, certificates of the grade of sub-engineer were given;

two others received certificates of the grade of overseer, and one a sub-overseer's certificate; and five have rejoined the class for another session."

"Students failing at the annual examination of the College or University to gain certificates of qualification for employment in the Department of Public Works are at liberty to present themselves at the half-yearly examinations in February and August for certificates of any grade; and during the session under report, overseers' certificates were awarded to four such students, and sub-overseers' certificates to three others. The total number of students sent out by the college during the year with certificates of fitness for employment in the Department of Public Works was 31, viz.—

Assistant Engineers ...	2	Overseers	9
Sub-Engineers	5	Sub-Overseers	15

484. *School of Art.*—There has again been a large increase in the number of students at the school. The number on the rolls on 31st March for the last five years has been as follows:—

	Number of students.		Number of students.
1871	72	1874	129
1872	76	1875	169
1873	94		

In creed 165 were Hindus, two Muhammadans, and two Christians; and as regards social position, 163 belonged to the lower grade of the middle, and six to the lower classes, the latter being the sons of compositors and printers.

485. Besides the 169 students on the rolls at the end of the year, 105 had left the school at different dates during the year, so that the total number that had received instruction for longer or shorter periods during the year was 274. Of the 105 who passed out during the year, the greater number had been under instruction only for short periods, as will be seen from the following table:—

89	had	been	in the	school	for	less	than	1 year,
10	"	"	more	than 1,	but	less	than	2 years,
4	"	"	"	2	"	"	3	"
1	"	"	"	3	"	"	4	"
1	"	"	"	4	"	"	5	"

so that only two or three had been long enough in the school to become thorough professional draughtsmen. These figures show the difficulties under which the school labors in having no scholarships of moderately high value, from Rs. 20 to Rs. 40 a month, to hold out to students, whereby they might be induced to prolong their studies till they become thoroughly proficient in the different branches of art. The Principal represents that the school has out-grown the accommodation assigned to it, and that the present teaching staff is also inadequate. "In fact," he says, "the number of students now attending daily could not possibly be packed into the eight very moderately-sized rooms, which are all that can be used as class-rooms, and I have been forced to make two divisions in each of the elementary classes, one sitting from 10 A.M. to 1-30 P.M., and the other from 2 to 5 P.M. This, however, is very unsatisfactory; it does not give sufficient time for the students, while it overtaxes the very insufficient teaching staff."

486. The classes taught during the year, and the numbers in each on the 31st March, were as follows:—

Elementary	49	Lithography	13
Higher drawing and light and shade ...	66	Wood-engraving	10
Architectural and engineering drawing ...	23	Painting	6
Modelling	2		

While divided according to proposed occupation, the March roll stands thus:—

For Painting	29	For Architectural and engineering drawing ...	22
" Wood-engraving	22	" Modelling	4
" Lithography	27	" General course (*i.e.*, for those whose special occupation is undetermined until they have gone through the elementary classes)	65

487. On the quality of the work produced by the classes, the Principal reports:—

"The work produced in the several classes continues to be of the same quality as I have hitherto reported it, namely such as would quite stand comparison with work of students of the same standing in any art school in England. The first volume of Babu Rajendralala Mitra's Antiquities of Orissa, upon the very difficult plates for which, as I have mentioned in previous reports, several of the more advanced students have been for a long time engaged, has been published during the year, and the praise which has been on all sides accorded to the lithographs, has quite borne out the opinions which I have myself expressed in former reports. At the fine arts exhibition which took place in Calcutta in December last, the works of two or three of our more advanced students were considered to hold a very creditable position, and all found purchasers. The Committee regarded them as ineligible for prizes, as they could not be considered to be the work of amateurs. Some of them,

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however, were afterwards sent to the Madras fine arts exhibition, and the Madras Committee not holding the same view, one of our students (Annonda Prosad Bagchi) carried off the gold medal offered by the Maharajah of Vizianagram for the best painting by a native of India."

488. His Honor the Lieutenant-Governor visited the school a few days after the close of the year, and expressed himself much pleased, and in some cases even greatly surprised, at what he saw; and "I hope," says the Principal, "it will not escape his recollection that the school of art is literally starving for want of room and means for such extension and completion of its legitimate scope and purpose among the educational institutions of Bengal as I think it has fairly shown that it both deserves and is ripe for." His Excellency the Viceroy has also, by visiting the school and inspecting the work of the students, given great encouragement to the institution, and "I feel no hesitation," writes Mr. Locke, "in saying that the very great increase in our numbers during the last three years is in no small degree attributable to the encouragement afforded by His Excellency's warm expressions of satisfaction with the progress which the school (notwithstanding all the disadvantages under which it labors) is making, and to the many exceedingly liberal commissions and prizes which he has from time to time given to our students." The total expenditure of the school for the year was Rs. 19,957, of which Rs. 1,538 was met by fees, and Rs. 18,419 by the State.

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489. FEMALE EDUCATION—On the 31st March 1874 the number of Government and aided schools for girls was 257, with an attendance of 7,586 pupils. The corresponding returns on 31st March 1875 show 297 schools and 7,977 pupils, or an increase of four per cent. These returns include 132 zenana schools in Calcutta and the neighbourhood, with 1,680 pupils, each zenana teacher being reckoned as a school.

490. There were also 89 unaided schools with 2,200 pupils; the number for the previous year having been 60 schools and 1,299 pupils, and for the year before that 30 schools and 933 pupils. There has therefore been a steady and rapid increase in the past two years; and the number of girls in unaided schools has risen by 68 per cent. in the last year.

491. The returns further show that 5,477 girls were attending schools for boys, namely, 164 in middle English schools, 201 in middle vernacular schools, and 4,688 in lower vernacular schools and pathsalas, 3,352 of the last being in attendance at the new primary pathsalas. In the previous year 2,069 girls were reading in the new pathsalas. These figures show an increase of 62 per cent. in female education of this sort. On the whole, we find 15,654 girls returned as under instruction, against 12,202 last year. It is necessary to add that there is some confusion in the returns of girls' schools. In many schools so classed, it appears that a certain proportion of boys read; hence in some figured statements the total number of girls appears 300 too high, by the inclusion of those boys.

492. From the foregoing statements it appears that aided girls' schools show very little progress; and this fact is noticed generally by the Inspectors. From Dacca it is reported that, except at the head-quarters' stations, the results attained in such schools are out of all proportion to the cost. In Rajshahi education in aided schools is at a standstill. In Burdwan the Inspector is of opinion that school managers are altogether made too much of—"little discipline can be found in these schools, and less learning." The one great drawback to learning, in the opinion of the Inspector of the Presidency division, is irregular attendance.

493. In unaided girls' schools there is a very striking increase, both in schools and pupils. It is not clear how far such schools have been established with the intention of keeping them private, or how far with the object of ultimately seeking Government aid. If any large proportion of them intend hereafter to apply for a grant, it is worth while to see at what cost female education in schools, supported by Government, has been carried out hitherto.

494. The State expenditure on girls' schools has risen from Rs. 62,991 in 1873-74 to Rs. 67,972 in 1874-75, and the gross expenditure from Rs. 1,66,409 to Rs. 1,82,295 The annual cost of each pupil in a girls' school is therefore Rs. 23, of which Government contributes Rs. 8-8, that is, the cost is very nearly the same as that of each boy in a zillah school. For this expenditure, of all girls reading in girls' schools, 9 per cent. are in the middle stage, 34 per cent. in the upper primary, and 57 per cent. in the lower primary. These results may now be compared with those of the girls that read in boys' schools. Of the latter class 2 per cent. are in the middle stage, 24 per cent. in the upper primary, and 74 per cent. in the lower primary. These girls are educated at the average cost to Government of less than Rs. 1-8 a year. It becomes, therefore, an important question whether it is desirable to extend the education that costs Government Rs. 8-8 for each girl, or that which costs Government Rs. 1-8. There is no doubt that the former shows results substantially better than the latter; but, on the other hand, the girls' schools have been in existence for a longer time, and have enjoyed in other ways greater advantages When it is remembered that only 9 per cent. of the pupils in girls' schools are in the middle stage of instruction, it

appears that with that exception all the other girls could have been taught (given the necessary condition of time) as efficiently in the pathsalas, and at one-sixth of the cost.

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495. It is evident that the education of girls, especially of those in the lower classes of society, can be carried forward by means of the pathsalas to a degree hitherto unapproached. Here and there, in Mymensingh, in Backergunge, in Murshidabad, and in Purneah, the Magistrates and the district committees have set themselves to promote the education of girls by offering moderate rewards to gurus for girls under instruction. The old departmental rate was Re. 1 for every five girls, and this has been generally adopted. I recommend the adoption of this plan by every district committee in Bengal. I am convinced that for the present it offers the most effectual means for extending the lower education of girls. In Mymensingh district, where this procedure was tried for the first time, the number of girls at school rose within the year from 106 to 394, and is still rising. And the annual cost of each girl educated upon this plan is only Rs. 2-8.

496. The foregoing remarks are designed rather to show the direction in which the efforts of Government may for the present be most usefully directed than to advocate the reduction or withdrawal of existing grants; yet it is probable that in many instances, as in that to which Dr. Robson recently drew attention in Backergunge, the grant-in-aid to girls' schools is absolutely thrown away. I should urge upon all inspecting officers the necessity of narrowly scrutinising the management of aided girls' schools, especially in those remote parts of a district in which no healthy public opinion can be brought to bear upon the school.

497. If for the present the extension of separate schools for girls be to a certain extent restricted, and larger efforts be made to attract them to boys' schools, there will hereafter doubtless rise up in many parts of the country a spontaneous desire for separate girls' schools, in which the elementary education given in the pathsalas may be continued. And in the meantime we shall be giving 10,000 gurus all over Bengal a direct inducement to become the apostles of female education.

498. It should be remembered that this is no new thing that the Circle Inspectors and myself are advocating; it is entirely in accordance with the traditions of the people. The census taken in 1874 in Chittagong showed that of 1,480 indigenous schools, 345 were mixed schools for boys and girls, and that more than 1,000 girls read in them.

499. The proposal to found scholarships for girls generally finds favor. By the nature of the case such scholarships have a different object in view from those that are established for boys. Girls cannot carry away their scholarships to prosecute their studies in a distant school, and they are more of the nature of prizes for past proficiency than of aids to future progress. But there is little doubt that, as incentives to learning, they have considerable value; and if they are coupled with the condition of periodical examinations in order to test continued reading, either in or out of school, we shall be able to push forward the education of the successful girls to an appreciable extent.

500. Scholarships, in fact, are the backbone of the zenana education system, as it has been tried in four districts of Eastern Bengal. The examinations, like the instruction, are private, and are conducted entirely by the separate committees, so that there is theoretically abundant room for fraud. But looking to the character of the gentlemen who compose these committees, and the yearly statement of progress that they show, I am of opinion that the associations are doing solid and useful work.

501. The foregoing remarks are chiefly applicable to Bengal proper. In Behar female education hardly exists. In Cooch Behar, on the other hand, the seclusion of women is not a principle rigidly followed, and with the necessary condition of funds, no special difficulty is likely to attend the education of girls, especially of those in the lower classes. In Orissa there are plenty of girls educated after a fashion, but there is a very strong repugnance to public schools. Girls of the lower classes are found in pathsalas, but no respectable girls would go; consequently improved schools will necessarily be a failure.

502. I summarise the remarks of the Circle Inspectors below:—

503. Mr. Hopkins reports of the Burdwan division: "Female education seems to be making progress very slowly. This year gives 56 special schools and 66 classes attached to village pathsalas, against 106 schools and classes of the previous year. The number of pupils has increased from 2,839 to 3,177. This result, against the vast population of the division, is rather poor. I am afraid that the managers and teachers of these schools are made too much of; the work is of a very inferior quality. Little discipline can be found in these schools, and still less learning. A small body of native gentlemen urged on me the desirability of establishing scholarships for girls' schools; but I could not make up my mind to recommend any scheme which would have the effect of bestowing on a number of ignorant infants prizes for intellectual acquirements. Added to this, scholarships ought not to be given so much to create education, as to enable partly educated, intelligent, and indigent students to bring their studies to a successful issue."

504. Of the Presidency division Mr. Woodrow writes:—

"There is no Government school for girls in the division. The number of girls' schools aided is 45 and unaided 10. They contain respectively 1,501 and 283 pupils. The

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totals are 55 schools with 1,784 girls, against 50 schools with 1,543 girls in the previous year. There is an increase of five schools and 241 girls. It is sad that the men educated in our colleges in the last 40 years do not exert themselves to remove the opprobium of keeping the gift of knowledge to themselves."

"The 24-Pergunnahs District Committee has established a series of scholarships which will certainly have a great effect in improving girls' schools generally. Looking at the statistics of progress, there is some little, but not much encouragement. Teachers should be made to understand that the Education Department expects girls to learn just as fast as boys do, and that they ought to make equal progress. I am aware that one great drawback to progress is irregularity of attendance. Every teacher should endeavour to remedy this defect, and prizes for regularity of attendance ought to be given. If a girl attends regularly, yet makes but little progress, blame should be imputed to the teacher."

505. On the progress of education in Calcutta Mr. Woodrow reports :—

"Female education is making slow but steady progress in Calcutta. There were on the 31st March last 46 girls' schools containing 2,697 girls, and 131 zenana teachers giving instruction to 1,635 girls. In classifying zenanas, it has been the practice to consider each circulating teacher as a school. On this assumption there were in all 177 girls' schools attended by 4,332 girls. Of these, 1,466 were the daughters of European and Eurasian parents, and the remaining 2,866 were Hindus. The total cost to Government for these schools was Rs. 41,978, of which the Bethune School, which contains only 72 girls on its rolls, takes up Rs. 6,108."

"In the classification of social position adopted for India, out of the 1,466 European and Eurasian girls on the list, information has been given concerning 559 only. There are none from the upper ranks of society, as such children are always sent to Europe for education; 327 are from the middle class. Much unwillingness is found among teachers to give information about the social position of the parents of the children."

"As to their stages of progress, out of 816 girls, whose school progress is known, 600 are in the primary stage, and 216 in the middle, and none in the upper."

"Statistics of progress were not given by the three highest and best schools for girls—the Chowringhee Loretto, the Martiniere, and the Doveton Institution. Much time in these schools is given to music, singing, drawing, needlework, and subjects not contemplated in the classification of progress in reading, writing, and arithmetic, and in languages and mathematics. The subjects specially taught in girls' schools should be balanced against the classical languages and the mathematics taught in boys' schools, and some rough system of equivalents adopted. It would then be found that several girls would be better than boys in English literature, in history, and in geography. They would fall behind in arithmetic, and for algebra, euclid, and a classical language would have to be substituted music, singing, embroidery, needlework, drawing, and the French or German language."

"I am afraid that even with some such system of equivalents, there would not be in all the three schools 50 girls in the upper stage of progress."

506. There has been but little change during the year in the circumstances of the Bethune School. The following is an extract from the report of the School Committee for the year: "The number of children in the school has remained very uniformly throughout the year, the same as that of last year, namely 72; and the Lady Superintendent reports that there has been improvement in the regularity of their attendance. The Committee also thinks itself justified in saying that the efficiency of the teaching has been increased, for the gentlemen who have been so kind as to conduct the late examinations, make very favorable comparison of the results attained in them, and the corresponding results in the previous year. The greatest progress, perhaps, has been made in Bengali, and this is doubtless in large measure attributable to the exertions of the pandit, whom the Committee found it necessary at the beginning of the year to add to the staff of the school.

"The Committee regrets very much that the school is about to lose the services of the Lady Superintendent, Miss Heming, who has resigned her office, from the 15th April next, with the view of making a prolonged visit to England. In the comparatively short period during which she has been at the head of the school, Miss Heming has earned the full confidence of the Committee by the efficiency with which she has discharged her duties, and the zeal which she has shown for the interests of the institution."

"Many ladies of apparently high qualifications have applied for the post which will be vacated by Miss Heming's resignation, and the Committee trusts that it will be able to select from among them a successor fully competent to carry on her good work; and to bring the best capacity of the school into play."

507. In the Rajshahi division the number of girls under instruction was 1,214, of whom 708 were enrolled in aided girls' schools and 506 in pathsalas for boys. Of the 708 girls in aided schools, 509 were Hindus, 12 Christians, and 187 Muhammadans; and classified according to progress, seven were in the middle stage, 192 in the upper section, and

509 in the lower section of the primary stage. On the prospects of female education in the division Babu Bhudev writes :— FEMALE EDUCATION.

"The prospects of female education did not seem much brighter during the year under report than they did the year before. It is progressing at a slow pace within the zenanas of the more forward of the English-knowing householders. In the public schools for girls things are nearly at a stand-still. I have always set less store by the aided girls' schools than by the girls' classes in pathsalas. But even these do not seem to be improving, and I do not know if the gurus continue to be paid as they were under the departmental rules for the teaching of girls. As the expense was small,—only Re. 1 per month for every five girls taught to spell and scrawl,—all the Magistrates may yet order such payments, as has been done by the Magistrate of Murshidabad. It will bring in a large number of girls on our returns. I have to mention one fact, however, in connection with female education which is cheering. The Chandra Nath Female Normal School at Bauleah sent out three qualified mistresses during the year under report. They have gone on good appointments, and I have every reason to believe that they are doing their work to the satisfaction of their employers."

508. In the Cooch Behar division Babu Bhudev says : "The number of girls' schools was, on 31st March, nine ; the roll number was 93. The number of schools and scholars in the year before was seven and 78 respectively. My impression is, there is no special difficulty in this division in the way of girls' schools. If funds are available, girls' schools may be set up perhaps more easily here than in those parts of Bengal where the custom of female seclusion is more strictly observed. The custom obtains here, too, among the more respectable classes; but our girls' schools are, generally speaking, more largely attended by the lower than the upper classes of society."

509. On the progress of female education in the Dacca division, Dr. Robson writes : "The number of girls at school in this division has been rising rapidly during the last two years. Last year's report recorded an increase from 394 to 966 ; on the 31st of March last the number had risen to 1,494—an increase of 528 girls during the year. The following table, showing the number of girls reading in boys' schools in the different districts at the end of the year, may perhaps prove interesting.

Districts.	In girls' schools.	In boys' schools.	Total.
Dacca	357	91	448
Fureedpore	128	101	229
Backergunge	76	347	423
Mymensingh	238	156	394
Total ...	799	695	1,494

"The chief progress made in female education during the year has been in Mymensingh. In his report for last year the Deputy Inspector promised to double the number of girls at school in the course of the next year; and he has more than kept his word, for the number has risen from 106 to 394. This remarkable increase has been effected partly by establishing pathsalas for girls, and partly by giving rewards to the girls reading in boys' schools. The whole amount given as rewards to girls during the year was Rs. 132. This amount he distributed personally, when visiting the schools and pathsalas, in sums varying from one rupee to two annas, according to the progress made. Sometimes he gave books and slates, and in a few instances sweetmeats to the value of one or two rupees were given to all the girls of the school."

"The female schools which have been in existence for some years on the grant-in-aid principle, do not flourish, and they are kept up at a cost out of all proportion to the results attained. The only passable aided schools are those at the district head-quarters, where there are numbers of educated young men connected with the courts and Government offices who really feel an interest in the advancement of female education. But in general neither teacher nor parent appears to take any real interest in the progress of the girls, and so very little progress is made. The 13 aided schools of the division have a nominal attendance of 285, and the cost to Government during the year was Rs. 1,855, or nearly Rs. 7 for each girl on the roll. This must be considered a high rate of cost, especially when taken in connection with the fact that the great majority of the girls never get much beyond the alphabet."

"The remarkable increase in the number of girls attending has been almost entirely in connection with the primary schools. I do not look for any great result from the pathsalas for girls which have received grants from the primary fund, for these are essentially a reproduction of the aided girls' schools without the local subscriptions. The main hope of progress is in 'mixed schools.' The boys and girls of the villages play about together, and it is difficult to see why they should not be taught together in school. The striking fact that there are now 695 girls reading in the boys' schools of the division is ample proof that Hindu parents do not object to their daughters being taught in the village schools. This

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action on the part of the people is almost entirely spontaneous, for very little has been done hitherto to encourage this mode of female education. Girls in pathsalas cost little, and they really learn something, for in such mixed schools a spirit of emulation between boys and girls springs up which has a powerful effect on progress. By taking advantage of this state of things, and offering some substantial encouragement to the gurus and girls, a widely-extended and efficient system of female education might be carried out at very little expense."

"In Backergunge, where mixed pathsalas are most numerous, the District Committee have recently resolved to increase the stipends of those gurus who teach girls in their pathsalas along with the boys. A guru is to be allowed eight annas a month for every five girls who make fair progress during the time they have been at school, girls who make no progress not counting. This plan to be completely successful requires to be supplemented by rewards to the girls according to the progress made, to be distributed by the inspecting officers at their periodical visits to the schools."

"The Dacca adult female school, the only school of its kind in the division, calls for special notice. It is attended by nine grown-up ladies, the wives of progressive Brahmos, and is open to inspection. Most of them are well advanced in their Bengali studies, and some have made fair progress in English. At the public meeting held in March last for the distribution of prizes to the girls' schools of the city, which was presided over by the Commissioner, and attended by all the leading men of the city, European and native, they appeared in very graceful attire to receive their prizes, without the protection of the purdah which screened them from public view on a similar occasion a year before. So far as these ladies are concerned, the school must be pronounced a decided success; but there seems to be little hope of adding to the present small number, or even of supplying their places when their education is completed, as it will be in the course of another year or two. The school with its infant department cost Government Rs. 50 a month."

"In the opinion of native gentlemen well qualified to judge, the three zenana associations are doing good work. In Burrisal, where female education seems to be widely diffused in the homes of educated gentlemen, 119 ladies were examined by printed question papers prepared by the Committee of the Association, in Dacca 39, and in Mymensingh 36. As the examinations are conducted in private, a good deal has to be taken upon trust in estimating the results of the system. It must, however, be borne in mind that the committees, which are composed of the most enlightened Hindu gentlemen of the districts, take what they believe to be sufficient precautions against dishonest practices; and as half the amount distributed in prizes is raised by local subscriptions, they are not likely to be mistaken as to the sufficiency of the precautions adopted."

510. The Officiating Commissioner makes the following comments on this portion of the Inspector's report:—

"Female education is, it is satisfactory to notice, making fair progress, there being now 1,494 girls at school against 963 in 1873-74. Dr. Robson gives the last year's figures at 966, apparently overlooking the fact that of these three were in Sylhet, not now a part of this division. The number is pretty evenly divided between those reading in girls' pathsalas and those in 'mixed' pathsalas, *i.e.*, those in which boys and girls learn together. This shows that there is no objection on the part of the parents of the class which sends its children to this description of schools, to allowing girls and boys to meet in one school. This being so, I think that, with reference to the facts stated by Dr. Robson, our endeavours ought rather to take the direction of encouraging girls to attend these mixed pathsalas in preference to starting pathsalas exclusively for them. This is now being done both by the Dacca and Backergunge Committees, who are prepared to give to all gurus an additional grant of eight annas for every five girls who attend their schools and show fair progress. The Dacca Committee are also trying the system, which has apparently worked so successfully in Mymensingh, of giving prizes or rewards as an inducement to the girls themselves to attend school. The progress that has been made during the year under report in the district last named is very hopeful, the number of girls at school having more than trebled what it was in the preceding year. This is due to the exertion of the district Deputy Inspector, who is entitled to great credit for the great personal interest he has taken in the matter."

"The Dacca adult female school has increased the number of its pupils from six to nine during the past year, and, so far as it goes, it is certainly, as Dr. Robson says, 'a decided success.' Whether it will continue to attract pupils remains to be seen. I believe it would if a competent Bengali female teacher could be procured. Failing this, I fear it will not continue to exist after another year or two. I should have thought, as suggested by my predecessor in his last report, that such a teacher might, without much difficulty, be procured in Calcutta; at all events, the endeavour ought to be made, as the present arrangement for teaching Bengali must always be a bar to its advancement in popular estimation."

"The zenana missions in Dacca, Burrisal, and Mymensingh are reported to be working successfully, particularly in Burrisal. I feel sure that zenana teaching, if properly conducted, is the likeliest, if not the only way of extending education among ladies of respectability for a long time to come. No doubt of late years considerable inroads have been made upon

native prejudices, many of which have been weakened, if not removed. Still, even under the most favorable circumstances, a long time must elapse before the dislike to their wives and daughters leaving the seclusion of the zenana will disappear from the minds of the upper classes of native society. So long as this continues, the Zenana Association cannot but do good work; and though its success may be only partial, and its drawbacks numerous, it deserves all the encouragement that we can afford it."

511. I do not understand why no effort has been made during the year to provide the school with a competent female teacher. Besides the three normal schools in Calcutta, there exists, as was pointed out in the Government Resolution in last year's report, a school for mistresses at Bauleah which sends out teachers yearly into distant districts. The attention of the Inspector will be called to this point, with the view of securing for the school a vernacular mistress, in whose absence the attendance at the school hardly seems to justify the outlay upon it.

512. Of the Chittagong division, Dr. Robson writes:—

"The divisional returns give 324 as the number of girls at school. Of these, 148 were in girls' schools and pathsalas. The Comillah Girls' School, which is fostered by the Magistrate, and well supported by the European and native gentlemen of the town, is one of the best girls' schools in Eastern Bengal. The Noakholly Girls' School, which has an attendance of 23, is doing well. As it appears that in Chittagong the villagers do not object to girls under 10 years of age reading in boys' schools, the Magistrate has proposed to take advantage of this state of things, by offering rewards to the gurus who teach girls in their pathsalas, at the rate of Rs. 2 a head on the average daily attendance of girls throughout the year."

"The Tipperah Zenana Association has a yearly grant of Rs. 100 from Government, given on condition that an equal amount be raised by local subscription. Thirty-seven ladies were examined in their own houses by means of question papers drawn up by the Committee of the Association, who adopted what they deemed to be sufficient precautious against dishonest practices."

513. In Patna division there are 127 girls at school out of a population of 13 millions. Of these, 20 are Bengalis and 35 Native Christians.

514. On the condition of female education in the Bhagulpore division, Mr. Croft reports:—

"In 1873-74 there were eight girls' schools, with 128 pupils. In 1874-75 there were ten inspected, with 177 pupils. One of them is in Bhagulpore town, with 14 Bengali girls and one Behari. This girl is the best; she can read and write Bengali and Nagri extremely well, and works sums in rule-of-three. Three other girls can read and write Bengali and do long division. In Monghyr there is a capital school at Jamalpore, with 30 girls, all Bengalis. I found the reading very good, and the girls answered object-questions out of 'Bodhoday' brightly and intelligently; arithmetic up to compound multiplication; also wool-work. In Purneah there are seven pathsalas, with 109 girls, three-fourths of them being Muhammadans. That at Kusbah is the best of them; five out of the 29 girls can read, write, and understand easy sentences. Last year an objection was raised to paying for girls' schools out of the primary grant, without sufficient grounds, as far as I could see. In Sonthal Pergunnahs there is an aided school under the Church Missionary Society at Taljhari, with 18 girls, all Sonthals, and four of them Christians. The best girls read and write Hindi and Sonthali, and cut out and sew their own clothes."

"There are also 259 girls' reading in schools classed as boys' schools. Of these, 140 are in pathsalas; 31 in Bhagulpore, 28 in Monghyr, 31 in Purneah, and 68 in Sonthal Pergunnahs. In middle English schools there are 34, chiefly in Monghyr; in vernacular schools 25, in Monghyr and Sonthal Pergunnahs. In Sonthal Pergunnahs there are also 60 girls in boarding-houses attached to the normal schools at Pathra and Benagoria; in the latter they are all Bengali or Sonthali Christians."

"There is also an uninspected Missionary School at Bhagulpore, with 40 pupils, making a total of 476 girls in all schools in the division. This is a very promising beginning; but a large share of it is due to missionary enterprise and Bengali advancement. The amount of female education among Beharis proper is very small. The men have to be educated first of all; and, as the Bhagulpore Deputy Inspector says, so long as women are regarded as a quite inferior race, there will be no education. When visiting a pathsala at Surajgurh, in Monghyr, I asked a man standing by why his two girls, then present, did not learn to read. He seemed quite shocked. That kind of thing might go on in towns, he replied, but in the country it was different. And the Monghyr Deputy Inspector remarks in his report that not a single girl is to be found in indigenous Hindi pathsalas. The total numbers are—90 girls at school in Bhagulpore, 100 in Monghyr, 126 in Purneah, 166 in Sonthal Pergunnahs. Besides these a certain number of Hindu widows and Muhammadan women are said to get instruction of a kind at home."

FEMALE EDUCATION.

515. On female education in Orissa, the Joint Inspector reports :—

"If by female education we mean a little reading and writing, there are more educated women in Orissa than perhaps in any other part of Bengal; but if it means good and sound learning, then it must be confessed very little has yet been done, and for some years to come little more is likely to be done in this respect. The people do not object to give education of some kind to their daughters, but the idea of sending them to public schools, to which the public have access, and where they may be subjected to the gaze of the public, and will have to mix with girls of all classes, is revolting to their feelings and prejudices. Hence it is that while, in the pathsalas carried on in the indigenous method, we often find a few girls smearing the alphabet on little bits of palm-leaf, or with small bits of chalk upon the ground, we do not find a single Uriya, Hindu, or Muhammadan girl of a respectable family in any of our middle or higher class schools. I believe that if special pathsalas for girls were established where necessary, and if sub-inspectors were earnest in persuading the villagers to send their daughters to the village pathsalas for instruction, some progress in female education might be expected, but a long time must elapse before our improved schools or the zenana system can find favor with the Uriya population."

"It is next to useless to hope that the local inspecting agency can have much influence in this matter. It is impossible for them to determine where a necessity exists for female education, for few of them really sympathise with the movement. Public schools can never be frequented by girls of the respectable classes without great risk of contamination, both mental and moral, before they have learnt sufficient to be able to judge between right and wrong."

"There were at the end of the year under report nine schools, one zenana association, and two primary schools for the instruction of girls. Of these, five schools were in Cuttack, one in Pooree, and the rest in Balasore. One of the schools is unaided, and the others are all aided.

"The total number of girls under instruction on 31st March 1875 was 967, of whom one was in a middle class English school, one was in a circle school, 12 were in middle class vernacular schools, 834 were in girls' schools, the rest frequent pathsalas and the mission normal school at Santipore."

"These figures show an increase of two schools and 232 girls. The increase in the number of pupils is not, however, actual. This year's returns include girls reading in boys' pathsalas who were not returned last year."

"I regret I have not at present the means at my command to classify all the girls under instruction according to their social position and creed, but those reading in special girls' schools are classified in the following table" :—

Districts.	Upper classes.	Middle classes.	Lower classes.	Of unknown parentage.	Total.			
					Christian.	Hindu.	Mussulman.	Total.
Cuttack	.....	36	20	362	399	15	4	418
Ditto unaided	.....	13	2	... ..	...	15	....	15
Pooree	.....	.....	.....	92	92	.. ..	...	92
Balasore	.....	130	93	86	111	177	21	309
Total ...	.....	179	115	540	602	207	25	834

"Most of the Hindu girls under instruction belong to Balasore; 111 of them are under the Zenana Association, 28 belong to the Hindu girls' school, and the others belong to the Balasore Mission school and the Manikhan and Barbati pathsalas. Most of the girls in school are Bengalis, the number of Uriyas being very few. The 13 girls reading in middle English and vernacular schools belong to Balasore, and are probably Bengalis. The five girls reading in normal schools are Christians, and belong to the Santipore aided school."

516. In the Chota Nagpore division Mr. Woodrow says: "There are a few girls' schools in the division, but it must be allowed, as a whole, the effort is unsuccessful. The missionaries have the largest number of girls under their instruction."

MUHAMMADAN EDUCATION.

517. MUHAMMADAN EDUCATION.—The returns of the year show that out of a total roll number of 436,098 pupils of all creeds in Government and aided institutions on 31st March 1875, the Muhammadans numbered 87,917, or 20 per cent., their proportion to the total population of Bengal, Behar, and Orissa being 31½ per cent. Of this number, 87,087 were in attendance at institutions other than colleges for general and special

instruction, madrasahs, and the school of art; and the following list shows their distribution in the several divisions, with the corresponding number of Hindu pupils:—

	Muhammadans.	Hindus.		Muhammadans.	Hindus.
Burdwan Division	5,770	93,371	Patna Division	5,127	40,490
Calcutta „	774	5,876	Bhagulpore „	5,331	18,851
Presidency „	19,136	59,605	Orissa „	1,463	17,416
Rajshahi „	25,145	30,927	Chota Nagpore Division .	922	14,850
Cooch Behar „	855	1,338			
Dacca „	12,633	34,244	Total ...	87,087	329,263
Chittagong „	9,931	12,295			

518. Comparing these figures with those of the previous year, there has been an increase of 6,758, or 8 per cent., in the number of Muhammadan pupils in attendance at these schools; that is, the increase of Muhammadans has exactly kept pace with the total increase of pupils; and it is satisfactory to note that it has been spread over all the divisions. The number of Muhammadans in lower vernacular and primary schools is 74,644; thus of the whole number at school, 86 per cent. belong to the most elementary schools; while among Hindus no more than 72 per cent. are found in these schools. These figures illustrate the well-known fact that the Muhammadans in Bengal generally belong to a lower social stratum than the Hindus.

519. But if we regard the growing popularity of higher education among Muhammadans, facts of a different significance strike us. The increase of Muhammadan pupils in lower vernacular schools during the year has been 6 per cent.; of Hindu pupils 8½ per cent. But in schools above the lowest, while the increase of Hindu pupils is 8 per cent., that of Muhammadan pupils is 18 per cent.; and in higher and middle English schools the increase rises as high as 24 per cent. It may therefore be affirmed that the alleged reluctance of the Muhammadan community to English education has been much overrated, and is fast disappearing. The percentage of Muhammadan pupils learning English is now six, or about half the corresponding percentage among Hindu pupils.

520. In colleges for general education the number of Muhammadan pupils has advanced from 36 to 53; and in institutions giving instruction in law, medicine, and engineering, from 79 to 115; while, owing to the opening of the Rajshahi and Chittagong madrasahs during the year, the students attending madrasahs have advanced from 314 to 657.

521. In addition to the 87,917 Muhammadans receiving instruction in institutions connected with the Education Department, the returns of the year show that 13,080 Muhammadans out of a total of 67,967, or 19 per cent., were in attendance in unaided schools of all kinds, thus bringing up the number of Muhammadans entered in the returns to 100,997, against 93,325 in the previous year.

522. The appropriation of a portion of the Mohsin Fund for providing teachers of Arabic and Persian, and for the part payment of fees of deserving Muhammadan boys in certain zillah schools, has proved a popular and beneficial measure to the Muhammadan community, and has been attended by an increase in the number of pupils in these schools. In the Comillah, Noakholly, and Mymensingh zillah schools the number rose during the year from 28 to 50, 22 to 42, and 71 to 88 respectively.

523. In other districts the increase has not been so marked, and in Backergunge, owing to some misapprehension on the part of the District Committee, the Muhummadan boys in the zillah school entirely lost the benefit of part-payment of their fees from the fund assigned to the school. From the general tone of the divisional reports, it would seem that no more acceptable appropriation of the Mohsin fund could have been made for the benefit of the Muhammadan community, than that prescribed in the resolution of 29th July 1873. The district of Bogra, which is pre-eminently Muhammadan, had no share of the fund allotted to it in that Resolution, but a proposal has been submitted to Government to assign a portion of the small balance still unappropriated for the benefit of the boys attending the Bogra school.

524. Of the Mohsin grant to the Cuttack High School, the Inspector of Orissa reports that it might have been more usefully spent in establishing a boarding-house for the benefit of Muhammadan boys resident in the mofussil. The same thing was reported last year by the then Inspector of the Eastern Circle with regard to Fureedpore and Mymensingh, the district committees of both places wishing to devote a portion of the Mohsin fee-fund to the establishment of Mussulman boarding-houses. It was, and is, alleged that Muhammadan gentlemen will not send their children unprotected into the station. It should be quite possible now to meet this want in any place where it can be shown to exist.

525. It is manifest from the reports and returns for the year that Bengal proper is the region in which the question of the education of Muhammadans has most importance. In Behar the percentage of Muhammadans at school is greater than the population percentage. In that province Muhammadans belong largely to the upper classes, and the higher the education, the more popular it is with that community. Muhammadans in Patna division form 11½ per cent. of the total population. In primary schools they number 10 per cent. of the pupils, in middle vernacular schools 18 per cent., in middle English schools 16 per cent., and in higher English schools 21 per cent., or nearly double the population percentage.

526. In Cooch Behar, again, Muhammadans are said to take the lead in education.

MUHAMMADAN EDUCATION.

527. In Orissa, "the well-to-do members of the Muhammadan community are even more anxious than their Hindu brethren to educate their children," and religious prejudices are said to have no weight in keeping children out of our schools. Muhammadans are not quite 2 per cent. of the population, but 8 per cent. of the students

528. In Bengal, however, the conditions are quite different. There the bulk of the Muhammadan population are cultivators of the soil, of whom by far the largest proportion can never be attracted to our schools under any system of education that can be devised. They must work as soon as they can walk. The following table shows the distribution of Muhammadans among the population and at school in the several divisions of Bengal proper:—

Division.	Percentage of Muhammadans. In population.	At School.
Burdwan ...	12·8	6·
Presidency ...	48·2	24·
Rajshahi ...	61·	45·
Dacca ...	62·	27·
Chittagong ...	67·4	43·
Total ...	48·8	24·

That is, for all Bengal, considering their place in the population, we ought to have two Muhammadan boys at school where we now have one only. Rajshahi and Chittagong are above, and Dacca much below the average. In the district of Dinajpur, indeed, the school percentage of Muhammadans is greater than the population percentage. The population of Chittagong, as has been often observed, are somewhat higher in the social scale, and show more appreciation of learning than in the Sunderbun regions of the Dacca division. But the real cause of the apparent backwardness of Dacca in the above list is its great advance in education above the lowest, in which therefore Muhammadans have very little share. In the pathsalas, Muhammadans number 35 per cent., which is very nearly their proper proportion.

529. In both divisions of the Behar Circle, and in the division of Burdwan, it is noticed that Muhammadan students do better than the Hindus in the competition for minor and vernacular scholarships.

530. In the town of Gya the Behar Scientific Society has established a school on a novel principle. It consists of two departments,—an Urdu vernacular department, with attached English and Persian classes, and a Hindi-Sanskrit department. The society lays most stress upon the former, which is intended for the benefit of Muhammadan boys. Its object is to carry boys through the vernacular scholarship examination, and thereafter to teach them by means of the vernacular such subjects of the entrance course as may be within their power. They will thus be able to teach a good deal of mathematics, history, and geography. Meanwhile the boys are to be taught Persian (their second language for the entrance examination) and English up to the minor scholarship standard. Hence, when they join the zillah school, they will be fairly proficient in subjects as well as in language, and they may expect to be ready for the entrance examination in two years. The Circle Inspector has approved of the plan of the school, and has proposed an increase to its establishment with a grant-in-aid of Rs. 100 a month, the other income of the society being about Rs. 110.

531. *Calcutta Madrasah.*—This institution consists of an Arabic department, in which only Arabic and Persian are taught, and of an Anglo-Persian department, in which English is taught from the merest rudiments up to the standard of the University entrance examination. There is also a branch school attached to the madrasah, the object of which is to provide Muhammadan boys, whose parents are poor, or belong to the lower classes of society, with elementary education in English, or, if they wish, in the vernaculars. The number of pupils on the rolls of the madrasah and its attached school on 31st March for the last two years is shown below:—

	Number of pupils, 1874.	Number of pupils, 1875.
Arabic Department...	172	195
Anglo-Persian Department	432	409
Colingah Branch School	114	305
Total ...	718	909

532. Notwithstanding the establishment of madrasahs at Dacca and Chittagong, there has been an increase of 23 students in the Arabic department. With the development of the new madrasahs in Eastern Bengal, it is probable, however, that the numbers in this department will decrease. Of the present students, no less than 157 are drawn from Chittagong and Noakholly and other parts of Eastern Bengal. The large increase in the number of boys in the branch school is owing to the remodelling of the school, and the reduction of the fees for the lower classes, and the decrease in the number on the rolls of the Anglo-Persian department is partly due to the re-arrangement of the branch school. As proofs of the increasing interest shown by Muhammadans in education, Mr. Blochmann reports:—

"Several parents during last year gave substantial proofs of the interest they take in the English education of Muhammadan boys. Moulvie Meer Muhammad Ally Sahib, zemindar

of Padamdee, Gealundo, gave two silver medals, and prizes in books for proficiency in English and Arabic, and he has offered the same for the present year. Moulvie Obidullah Sahib, Khan Bahadur, Deputy Magistrate of Perozpore, Backergunge, gave a donation of Rs. 192, which is now being paid in 12 monthly stipends; Moulvie Sadruddin Sahib, zemindar of Bohat, Maimari, gave Rs. 20 for proficiency in gymnastics; Moulvie Abdul Jabbar Sahib, Head Translator, High Court, has offered a gold medal, worth Rs. 60, to the best student of the first class; and, lastly, Moulvie Abdul Khaliq, Librarian of the Delhi Mission School Society, gave five valuable books as prizes for the students of the Arabic department. These donations, unsolicited as they were, prove that many parents have commenced to recognize the value of English studies, and the efforts made by Government to promote Muhammadan education."

533. Further co-operation is, however, says Mr. Blochmann, requisite on the part of parents on the following points:—

(1.) *The boys are removed too early.*—Many parents remove their children after studying English for about four years, under the impression that they have learnt enough to fit them for entering the world, whereas they are but just then at a stage of school instruction three or four years below the entrance standard. His Honor the Lieutenant-Governor, on the occasion of a visit he paid to the institution during the year, forcibly impressed upon the boys the necessity of prolonging their studies till they had reached the highest standard of school instruction.

(2.) *More home supervision is desirable.*—The number of Muhammadan parents who know English, or at least can carry on a conversation in English, is very limited, and hence Muhammadan boys derive far less assistance in their studies at home than Hindu boys. Mr. Blochmann has ascertained by inquiries that in the Arabic department, out of 195 parents, only four know English; in the Anglo-Persian department, out of 409 parents, 82 know English; and in the branch school only 25 out of 305 parents know English. Parents and guardians can, however, render material assistance to the teachers in the school, if they will only see that their children work daily at home at fixed times.

(3.) The better classes of Muhammadans, especially rich zemindars, are averse to sending their sons to Calcutta for fear of their morals being corrupted. They prefer grounding their children first in the Koran and Persian; and when this foundation has been laid, their boys are either too old or unfitted for an English course of studies.

534. These obstacles will in course of time be overcome, as Muhammadans cannot but see the special advantages which a good English education holds out.

535. The subscriptions to the Norman Memorial Fund, which amount to Rs. 3,750, have been invested, and the proceeds devoted to the establishment of annual prizes of Rs. 50, 40, 25, and 20. The first prize is to be awarded to the Muhammadan student in Bengal and Behar who stands highest in the list of candidates for the year passed at the University entrance examination, and the other prizes to the boys of the first and second classes of the Anglo-Persian department who show the greatest proficiency in their studies of the year.

536. The accommodation set apart for resident students was fully taken up during the year, and on the 31st March there were 22 students of the Arabic department, 17 of the Anglo-Persian department, two of the Branch School, and three of the Presidency College in residence. The resident students make their own arrangements for board, and assemble daily, except on Sundays and holidays, in the hall of the institution for study in the evening. The hall is well lighted, dictionaries and works of reference, maps, &c., are at hand, and Mr. Blochmann and the master on duty help the boys in their studies and correct exercises. The good results of this supervision were shown at the last annual examination, when seven out of 25 scholarships were gained by resident students, and nine others gained prizes.

537. The expenditure on the madrasah and its attached school during the year was as follows:—

	Rs.	A.	P.
Officiating Principal's salary	10,023	5	4
Arabic Department	10,420	4	5
Anglo-Persian Department	12,289	12	4
Branch School	3,143	1	4
Total ...	35,876	7	5

This includes Rs. 2,707 disbursed in scholarships. The fees collected during the year were Rs. 949 in the Arabic department, Rs. 5,148 in the Anglo-Persian department, and Rs. 925 in the branch school, or a total of Rs. 7,050. The annual grant, exclusive of Mohsin Scholarships, for the madrasah and branch school being Rs. 35,000, plus schooling fees; the balance at credit for last year was Rs. 8,881.

538. *Arabic Department.*—Of the 195 students on the rolls, 19 were drawn from Calcutta and the neighbouring districts, 108 from Noakholly and Chittagong, and 49 from other parts of Eastern Bengal, 17 from Burmah, and two from Behar. In social position they belong to the middle classes; no less than 124 being the sons of petty zemindars, while nine are the sons of larger zemindars, seven of Government servants, 30 of professionals, and 25 of traders. The department is reported by the Principal to be working satisfactorily,

MUHAMMADAN EDUCATION.

and the only change in the course of study has been the addition of the Ikhwan-us-sofa to the Arabic in the sixth class. The students are again showing signs of a desire to learn English in addition to Arabic and Persian, and those students who have passed their final examination in Arabic have been permitted to join the classes in the Anglo-Persian department in order to learn English. Other students have expressed a wish to be relieved of a portion of their Arabic course in order to take up English, and the Principal is considering a scheme for encouraging the study of English in the Arabic department. The Principal is of opinion that the amount of knowledge required by the students is disproportionate to the time occupied, and he is endeavouring to introduce more rational methods of learning as well as improved modes of teaching.

539. The annual examination of the Calcutta and Hooghly students was held simultaneously in December, and one day was devoted to testing the students' powers of translating passages from Arabic and Persian works, which had not been read in the class. The result was on the whole satisfactory, and the least satisfactory part of the examination was in the translation into Arabic and Persian. Upon the result of the examination, 16 scholarships, amounting to Rs. 112 per mensem, were awarded. The redistribution of the scholarships paid out of the Mohsin Fund has decreased the number and value of the scholarships in this department, and increased the number for competition in the Anglo-Persian department and the branch school.

540. *Anglo-Persian Department.*—The course of instruction in this department is the same as that in all higher schools preparing candidates for the University entrance examination. Seven candidates went up to the entrance examination, and six were passed,—three in the first and three in the second division. The first boy gained a junior scholarship, and the two next were recommended for Mohsin scholarships. This result was satisfactory, but in a school numbering more than 400 boys, the number of entrance candidates should be 30. The gymnasium continues to be fairly attended, but the exercises are not appreciated as they ought to be. Only one or two of the Arabic students show any active interest in gymnastics; those who attend regularly have made good progress, and three prizes were carried off by madrasah boys at the Belvedere tournament. Of the 409 boys on the rolls, 161 belong to Calcutta, 123 to districts bordering on Calcutta, 76 to Eastern Bengal, 7 to Northern Bengal, 27 to Behar, and 15 to the North-West Provinces and Oudh. In social position, one is returned as belonging to the upper classes, 334 to the middle, and 74 to the lower.

541. *Colingah Branch School.*—An elementary education in English or the vernacular is given in this school. The course in English had been fixed with a view to qualifying boys for admission to the fourth class of the Anglo-Persian department, and a vernacular department was added in June last, in order "to educate boys up to the madrasah." The introduction of the vernacular department, and the reduction of the fees in the lower English classes from eight annas to four annas a month, have caused a large increase in the number of pupils, which bids fair to be permanent. The number of boys in the English classes is 186, and in the vernacular classes 119; and in order to encourage the study of English, the routine of the vernacular classes has been so arranged as to enable boys to take up English writing and reading if they wish. Eighteen boys have availed themselves of the optional English lessons. Of the 305 boys on the rolls, 103 were returned as belonging to the middle classes and 202 to the lower. The large number of Muhammadans of the lower classes in Calcutta employed as private and public servants, or engaged in petty trade and manufactures, is still but inadequately represented on the rolls of this school.

542. Four Mohsin scholarships of Rs. 3 each per mensem are now awarded annually to boys of the school on the result of the yearly examination, for the purpose of enabling them to join the madrasah. Two of these scholarships were awarded at the last examination to boys of the first English class who have joined the Anglo-Persian department, and the other two were gained by vernacular boys who have elected to hold them in the Arabic department.

543. *Hooghly Madrasah.*—There is no sign of improvement in the condition of this madrasah. By a Resolution of Government, dated 18th June 1874, it was decided that there should be three classes with an establishment of three moulvies on salaries of Rs. 250, Rs. 75, and Rs. 40 per mensem, rising to Rs. 300, Rs. 100, and Rs. 60, by annual increments of Rs. 20 Rs. 10, and Rs. 8 respectively. The following annual allowances were also sanctioned, viz., Rs. 1,224 for servants and superintendent of boarding-house, Rs. 200 for library and prizes, Rs. 240 for contingencies and librarian, and Rs. 616 for free boarders. The entire establishment thus sanctioned amounted to Rs. 6,660, rising to Rs. 7,800 per annum, being Rs. 240 in excess of the ultimate allotment to the institution under the resolution of 29th July 1873. This excess, it was expected, would be met by fees realised from students. The late officiating head moulvie lately retired on a pension, and steps are now being taken to place the establishment on the footing laid down by Government.

544. On the 31st March there were 21 students on the rolls, against 32 in the previous year. Of these, nine came from Chittagong, three from Aracan, six from Hooghly, two from Burdwan, and one from Jessore. The actual expenditure for the year on the madrasah was Rs. 3,841, and on the Muhammadan hostel Rs. 2,559, or a total of Rs. 6,400. The fees collected amounted to Rs. 118, so that the total expenditure was less by

Rs. 378 than the sanctioned allowance. The present number of students is very small, and of these only eight can be said to belong to the district; and, says the Principal, "it becomes a question whether the money allotted for the maintenance of the madrasah cannot be more advantageously spent for the good of the Muhammadans. There is no doubt that the allotment for free boardership, small scholarships, and for supplementing the fees of the Muhammadans is the best way of employing Muhammad Mohsin's fund. Free boardership and small scholarships are a great inducement for the boys to be regular in attendance. The scholarships and free boardership should only be tenable so long as the holders are regular in their attendance, and make good progress in their studies. By this means the lads would be taught habits of industry and regularity." For the annual examination for scholarships in December, 34 students were nominated, of whom four did not present themselves, two were turned out for copying, 15 failed, and 13 were declared to have passed. Upon this result two scholarships of Rs. 8 per mensem, two of Rs. 6, and two of Rs. 4 were awarded. The amount expended on scholarships for the year was Rs. 958.

545. *Rajshahi Madrasah.*—This madrasah was opened on the 1st April 1874, under the control of a Special Committee. The cost of the establishment fixed by Government was Rs. 416 per mensem. The number of boys on the rolls at the close of the year was 100, of whom 54 came from the districts of Rajshahi, 25 from Berhampore, four from Pubna, six from Dacca, nine from Kooshtea, one from Bogra, and one from Burdwan. The boys were divided into four classes for instruction in Muhammadan law, Arabic, and Persian. The study of English was optional, but nearly all the boys have elected to learn English. The fee fixed for the higher classes was Re. 1, and for the lower classes 8 annas a month. These fees were found to be too high, and the strength of the classes decreased from 77 in June to 52 in September, when, at the special request of the Committee, they were reduced to 8 annas and 4 annas. An examination of the classes in Arabic and Persian was held in the month of December by the moulvies of the institution, assisted by Muhammadan gentlemen of the station, while the Joint-Magistrate and the head-master of the zillah school examined the classes in English. Considering the short time the madrasah had been established, the Committee thought the result satisfactory, and six scholarships were awarded to the best of the examinees. The boarding-house attached to the madrasah was opened in June 1874, and at the close of the year, 22 free boarders and 26 paying boarders were accommodated. More applications for admission to the boarding-house could not be entertained owing to the limited accommodation at the disposal of the Committee. The permanent annual grant for the madrasah is Rs. 7,000, and a special grant of Rs. 200 was this year made for furniture for the boarding-house; the fees collected amounted to Rs. 200, and out of the total of Rs. 7,420 available for expenditure, the sum of Rs. 5,745 has been actually spent. The new building has not yet been commenced, as the plan submitted involved an expenditure in excess of the limit laid down by Government.

546. *Chittagong Madrasah.*—This madrasah was opened in April 1874, and 300 applications for admission were made. The accommodation at the disposal of the Committee was insufficient for so large a number, and only half the applicants could be admitted. The number of pupils on the rolls at the end of the year was 152, of whom 28 were boarders. No fees were levied during the past year, but the Committee has resolved to levy fees during the current year on account of the constantly increasing number of applicants for re-admission and the inadequacy of the staff for teaching a larger number than 150. There has been no falling off in the attendance since fees were levied.

547. *Dacca Madrasah.*—This madrasah was opened in March 1874. Of the 400 applicants for admission, only 104 could be accommodated in the building in which the institution was temporarily located. Some months later, when a larger building was secured, other admissions took place; and at the end of the year there were 169 boys on the rolls, of whom 24 were boarders. During the first year no fees were levied, and the rate for boarders was fixed at Rs. 1-8 a month, being half the estimated cost. During the current year it has been decided to levy fees at the rate of 8 annas for the higher classes and 4 annas for the lower. The subjects taught are the same as those taught in the Hooghly and Calcutta madrasahs, and by special request of Muhammadan members of the Committee, the course has been increased by adding elementary mathematics on the European system.

548. The madrasah Committee has been much engaged during the year in attempting to devise some plan whereby madrasah students may be able to attend the collegiate school classes for the purpose of acquiring a knowledge of English up to the standard of the entrance examination, and at the same time take up the full course of Arabic and Persian studies in the madrasah. Their proceedings have not led to any satisfactory arrangements whereby this may be accomplished; and indeed it may be considered a hopeless task to devise any plan which would prove successful. The Inspector and Commissioner are both of opinion that the task is an impossible one, and that a Muhammadan boy who wishes to learn English, with a view to entering upon college studies, must be content to forego Arabic and Persian, and *vice versâ*, and in this opinion I fully concur. After discussing the various plans put forward by the Committee, Dr. Robson says—"In fine, as far as present experience goes, the only way seems to be to allow all, so far as the funds at the disposal of the Committee permit, who wish to go through an English course of training, to join the collegiate school,

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whether nominally as madrasah students or not being unimportant, and to leave those who wish to read Arabic as of first importance, and English as only secondary importance, to get what help they can in English from the home tutor. The home tutor's work will then be to help those Arabic students in their acquisition of a little English, and to look after the preparation of those madrasah students who, attending the collegiate school classes, may look to him for assistance. What is here said refers only to madrasah students reading the standards of the school classes, as at present there are no students in the Dacca madrasah advanced enough to attend the science or other classes of the college."

NORMAL SCHOOLS.

549. NORMAL SCHOOLS.—There were 40 Government normal schools for the training of teachers at the end of the year, eight of the first grade, twenty-one of the second, and eleven of the third. The first grade schools train pandits for the vernacular schools, as well as gurus for the primaries; in five of the second grade schools, a class for a limited number of pandits has been formed, but this is a departure from their original construction as purely guru-training schools; and the third grade schools train gurus only. The Lieutenant-Governor having expressed an opinion that the establishments of normal schools devoted to the training of gurus were too costly, and that additional provision for the training of pandits was desirable, a report has been submitted to Government, embodying such changes in the constitution of the schools as appeared to be expedient and necessary. The number of pupils under training in the Government schools at the close of the year was 1,620, and the number of teachers sent out with certificates during the year was 1,542. The total cost of the schools was Rs. 1,38,067, of which the State contributed Rs. 1,35,623.

550. Besides the normal schools directly maintained by Government, there were ten aided normal schools for masters, five aided and one unaided school for mistresses. The number of pupils on the rolls of the aided schools for masters was 650, and the number of young women on the rolls of the schools for mistresses was 72. These schools are chiefly managed by missionary bodies, and the total cost of those aided by Government was Rs. 42,825, of which the State contributed Rs. 16,077.

551. Of the 1,542 pupils who left the normal schools during the year with teachership certificates, 169 were pandits and 1,373 gurus, and the grades in which they passed are shown below:—

	1st Grade.	2nd Grade.	3rd Grade.	Total.
Pandits	37	78	54	169
Gurus	506	761	106	1,373

552. The complaint is made by several district committees having charge of first grade normal schools, that their stipend allowance for pandits is not sufficient, and that, in order to fill the classes, they are forced so to multiply stipends, that the value of each falls below what they are able to offer to a guru student. But I hardly see the justice of the assumption that the stipend of a pandit should be higher than that of a guru, while under training. The trained pandit has a much higher career and better prospects open to him than the guru has, and it is the future, not the present salary, that he should regard in estimating the value of his normal school training.

553. It is, however, much to be desired that his future salary was made more certain to him than it now often is. Many aided school managers refuse to employ trained normal school pandits, and put in friends of their own, often quite incompetent men. It is the business of Deputy Inspectors to watch every such appointment, and to report it without fail when it is not satisfactory, in order that the grant may be stopped. I do not believe that this is always done. A Deputy Inspector should generally have acquired sufficient influence with school managers to procure the appointment of competent men in the first instance; and if so, there is abundant employment for all the pandits that are sent out from first grade normal schools year by year.

554. The first grade normal schools in Behar languish. This is manifestly the result of the unsatisfactory state of middle vernacular education in that province.

555. It will be seen from the divisional reports that the most different and even opposite practises prevail in different districts in the management of normal schools for gurus. Some district committees are for a long course, others for a short course; some give high stipends, others low; some confine the training to actual gurus of pathsalas, others bring in outsiders who intend to follow the profession of gurus.

556. The question how far the normal schools are designed for actual, and how far for intending gurus is one of the first importance, and I am not sure that all district committees have successfully grappled with it. The normal school is designed primarily for the benefit of actual gurus, such of them at least as are likely to improve by their training. During the time that new pathsalas were being spread abroad, it was necessary, further, to prepare a class of men for the profession of gurus in order to fill those new pathsalas. But now that the primary grant has been practically placed out, and each pathsala has its guru, it is a mere waste of money to train more "umedwars" when there are no pathsalas to which to send them. The energies of the deputy inspector and of the district committee should now be devoted to the improvement of those gurus who are most improveable; the stipends for umedwars should be rigidly restricted to the number of vacancies likely to

arise from any cause. Many present gurus, it may turn out, are hopelessly incompetent; in many villages there is no prospect that a pathsala will succeed. For every such guru and for every such pathsala a new guru will be required; and taking also into account any further extension of pathsalas that the district funds may admit of, the number of stipends that may be rightly given to umedwars is precisely determined. NORMAL SCHOOLS.

557. In the normal schools of the Rajshahi division, special attention has been paid to the training of umedwars. In Rajshahi normal school, out of a class of 31, only one is a guru. In Malda school, out of a class of 20, four are gurus. In Rangpur, in a class of 27, not one is an actual guru.

The ordinary guru of this division is probably a man of very low intelligence. "The genuine gurumahashay," writes the Inspector, "if brought in for training does not learn." It is probably intended to replace the present gurus, who cannot learn, by a better class of men; and if so, the umedwar classes in the Rajshahi schools will be amply justified. But I cannot feel confident that this process is steadily going on. In Rangpur, for example, of 20 students who passed out, four only have been sent to pathsalas. "Where the rest are gone," says the Deputy Inspector, "we know not."

558. From many parts of Bengal comes the complaint that gurus under training abscond: actual gurus in order to avoid training, and intending gurus in order to avoid service in pathsalas. The latter get a comfortable subsistence for six months, and then disappear. Many district committees have resorted to the practice of taking stamped agreements from students that they will serve as gurus for a certain period. This perhaps operates as a sort of check, but I am not aware that legal proceedings have been taken against any normal school student for breach of contract.

559. The number of gurus trained during the year was 1,373, so that in two years about one-fourth of the whole number have undergone training. At this rate it would take five or six years more to complete the training of gurus. It seems therefore advisable to make the period of instruction as short as possible. It is better for present purposes to have many gurus trained in some fashion than to have a few thoroughly instructed. But many district committees are in favor of extending the limit of six months to twelve, in which case the number of gurus trained during the year would be exactly limited by the number of stipends. It is from this cause that large differences are found in the average cost of training a guru. In Arrah each trained guru costs Rs. 33, in Fureedpore Rs. 64, in Dinajpur Rs. 133, in Midnapore Rs. 200. In the opinion of the Inspector, the Midnapore gurus are, if anything, over-trained; but it cannot be said in all cases that the higher the charge the more efficient is the guru. At least, of the Dinajpur normal school, the Inspector writes that the training was "of a kind which might be picked up at the mahajan's gaddi or the zemindar's cutcherry," and 60 per cent. of the old-fashioned gurus brought in for training failed to pass even by that simple standard. The Fureedpore and Shahabad gurus obtain a far more thorough training than this at a much smaller cost. The management of both these schools, and the value set upon the stipend, are sufficiently indicated by the fact that many of their students read without stipends. This is also the case in Mymensingh.

560. The following summaries of the reports on the working of the normal schools give in detail the results for each division.

561. BURDWAN DIVISION.—There are five Government normal schools in the division,—one of the first grade at Hooghly, two of the second grade at Midnapore and Burdwan, and two of the third grade at Beerbhoom and Bankoora. The Inspector doubts whether the new scheme is superior to the old one; the outturn of trained teachers being small, while the cost of establishments is large. There is a class for pandits at the Midnapore school, which is recruited by selecting four of the best gurus who pass each year. The course for gurus has also been extended to a year; and in addition to the prescribed course, they are taught a portion of the first book of Euclid, the first three chapters of Vidyasagar's History of Bengal, vulgar fractions, the rule-of-three, the definitions of geography, and the elements of grammar. On the results at the Midnapore school the Inspector writes: "I cannot say that I consider the result of the working of the school satisfactory, compared with the results given by other schools which follow the course prescribed by Government. The demands of the district are large, and the supply of trained teachers is small, and I should have thought that it would have been better to draft as many pupil teachers through the school as possible, and as quickly as possible. At present the training of each guru costs nearly Rs. 200. The system of training, before the orders of Government were promulgated on the 31st July 1873, has been reverted to; the cost of the school is about the same, and the results are smaller. The gurus of the Midnapore training school, as far as I can judge from the local reports, are being over-trained."

562. There is an aided normal school at Midnapore under the management of American Missionaries, which had 70 pupils on its rolls at the end of the year. The school has a grant of Rs. 225 a month from Government, half of which is expended on the normal school, and the other half in the maintenance of 40 lower class vernacular schools attended by Sonthals. The normal school is engaged in training teachers for Sonthal village schools, and the standard taught is equal to that of the fifth-year class of a middle vernacular school.

NORMAL SCHOOLS.

563. The outturn of the Hooghly normal school for the year was 20 pandits and 38 gurus; of the Midnapore school eight pandits and 23 gurus; of the Burdwan school 43 gurus; of the Beerbhoom school 35 gurus; and of the Bankoora school 29 gurus, or a total of 28 pandits and 168 gurus.

564. CALCUTTA.—There is a first grade Government normal school in Calcutta, which has been in existence for nearly twenty years, and has always ranked high as a training school for pandits. It has also a class for gurus attached to it. At the end of the year the number on the rolls of the pandit department was 61, and on the rolls of the guru department 30, of whom 80 were Hindus and 11 Muhammadans. During the year the school passed 15 pandits and 17 gurus. There are also three aided normal schools for mistresses which had on their rolls 29 pupils, of whom 17 were Christians and 12 Hindus. The cost of the aided schools to Government was Rs. 3,993; and it is not stated in the report whether any qualified mistresses were sent out during the year.

565. PRESIDENCY DIVISION.—Half the stipend allowance of the Calcutta normal school is reserved for the maintenance of gurus sent for training by the District Committee at Alipore. There are also normal schools for gurus at Baraset, Krishnaghur, and Jessore, and to the Jessore school a class for pandits is attached, as the Calcutta pandits are unwilling to proceed to Jessore as teachers, on account of the unhealthiness of the climate. The number of gurus who left the schools with certificates during the year was 102.

566. RAJSHAHI DIVISION.—In each of the seven districts of this division there is a Government normal school. The normal school at Bauleah is of the first grade, and trains both pandits and gurus. The other six schools train gurus only. The following table contains the statistics of the school for the year:—

Normal schools.	Number of students on the 31st March 1875.	Hindus.	Mussulmans.	TOTAL SENT OUT IN 1874-75		REMARKS.
				As pandits.	As gurus.	
Murshidabad	30	26	4	.....	27	It is not correctly known how many of the passed pupils have entered service as teachers.
Rajshahi	74	52	22	23	.....	
Malda	20	18	2	.....	18	
Dinajpur...	19	1	18	.....	44	
Rangpûr...	27	13	14	.....	20	
Bogra	21	7	14	.....	19	
Pubna	22	14	8	.....	29	

567. The cost of these schools to Government was Rs. 21,122. The Inspector is of opinion that it is waste of power to confine the school to the training of gurus only. He writes:—

"Almost from every one of the six districts in which these schools are situated, the recommendation is that its normal school may also have a pandit department to train up teachers for its middle schools. The fact with regard to these schools is that genuine guru-mahashays, if brought for training into them, do not learn, and ex-school boys, if got into them, find nothing worth learning in the curriculum of studies prescribed for these schools. The masters of the second and third grade normal schools feel that their teaching powers are wasted, and they would rather utilize those powers by getting pandit classes opened for the training of middle school teachers. Normal schools, which are meant to prepare teachers, ought to have means and appliances of teaching which may be available at first-class establishments only. Inferior normal schools are of little use."

568. There is an aided female normal school at Bauleah, which had 14 pupils on its rolls at the end of the year. This school sent out three qualified mistresses during the year, who are said to be doing their work satisfactorily. The cost of this school for the year was Rs. 4,543, of which Government contributed Rs. 2,452.

569. DACCA DIVISION.—There is a first grade normal school at Dacca, and there are second grade schools at Fureedpore, Burisal, and Mymensingh. The Dacca and Mymensingh schools train pandits as well as gurus; the other schools train gurus only. The Dacca school is deservedly held in high estimation, and it supplies pandits to most of the eastern districts. Owing to the prohibition of Sanskrit, and the appropriation of half the stipends to gurus, the attendance of pandits has fallen from 150 in 1872 to 66 on 31st March last. The study of Sanskrit has now been restored, and this will tend to make the school more useful and popular; but it will not recover its former strength without an increase in the number of stipends for pandits. At the end of the year, there were 12 gurus and 66 pandits on the rolls, and during the year 20 gurus were turned out with certificates, who are now at work in pathsalas.

570. The Mymensingh Normal School has classes for pandits and gurus, the stipends being equally divided between them. This school has always done well, and at the annual competitive examination with the first grade schools at Dacca and Chittagong has hitherto

stood second. It supplies not only Mymensingh with pandits, but the neighbouring districts of Rangpur, Dinajpur, Cooch Behar, and Seebsagur. There were 38 pandits on the rolls at the end of the year, of whom 20 were stipend-holders. The guru class contained 23 pupils, of whom eight were stipend-holders, and during the year 15 gurus were turned out with certificates.

571. The Fureedpore school is devoted exclusively to the training of gurus, and is the most successful of its kind in Eastern Bengal. It had 65 pupils on its rolls at the end of the year, of whom 33 were stipend-holders and 28 Muhammadans, and it sent out 44 gurus during the year with certificates, three of these being Chandals.

572. The Burisal school trains gurus only at present, but the question of opening pandit classes is now under consideration. Middle vernacular education is backward in Backergunge, chiefly owing to the difficulty of getting qualified pandits. The Dacca pandits are unwilling to go to this district at ordinary rates, and the schools have to put up with inferior men. There were 44 gurus on the rolls at the end of the year, and 34 passed out with certificates during the year.

573. *Technical Schools.*—The only school of this kind in the division is the artizan class, which was attached to the normal school in February 1872. The object of the class is to train natives of the higher castes, who have received a good general education, as skilled-workmen, and to introduce European tools and modes of workmanship. Fair progress has been made by the pupils during the year, and a hand drilling-machine and an excellent lathe, purchased from the balance of last year's funds, are proving very useful. Six of the most advanced pupils have opened a shop in the town with a small borrowed capital, where they work out of school hours in making any articles of furniture for which they can get an order. The Committee are very desirous of continuing stipends to third-year pupils, and they are of opinion that the earnings of these pupils would more than cover the extra expenditure. Another year's training would turn them into really good workmen, whereas they are now obliged to leave the school at the end of the second year in order to earn a livelihood. The District Committee bear the following testimony to the services of Babu Dina Nath Sen in connection with the artizan class: "The head-master deserves praise for the dogged way in which he is going on improving his tools, purchasing them when he can get the money, and making them somehow when he cannot."

574. CHITTAGONG DIVISION.—There is a first grade normal school at Chittagong, which is behind most other schools of its class in numbers and efficiency There has been, however, an improvement in the pandit department during the year. At the end of the year there were 34 pandits and 14 gurus on the rolls; only 11 gurus passed out with certificates during the year, and of these only one was placed in the first division. "Great difficulty," says the Inspector, "is experienced in persuading the Chittagong gurus to avail themselves of the advantages of a course of training in the normal class, and only six actual gurus were sent in during the year. Their want of appreciation is scarcely to be wondered at, for it appears that the boys in their pathsalas have advanced beyond the course which is taught in normal schools.

"This state of matters will be rectified by raising the standard of instruction to suit the requirements of the district. If those gurus who have undergone a course of training were to get a rupee of increase to their stipends, there would be soon no cause to complain that the normal school was not appreciated."

575. The Noakholly Normal School is a third grade institution, and trains gurus only. At the end of the year it had 27 pupils on its rolls, and during the year 26 passed out with certificates, of whom 14 were actual gurus.

576. The Comillah Normal School is a second grade institution, devoted exclusively to the training of gurus. It had 23 pupils on the rolls at the end of the year, and 22 passed out with certificates during the year. The Magistrate is desirous of attaching a class for pandits to the school; but as the Inspector points out, there is no necessity for this, as pandits can always be easily got from the Dacca school to serve in Tipperah at ordinary rates of pay.

577. The Rangamatia Normal School is really a middle English school. Its pupils on leaving engage in other occupations, as there are no schools in which they can become teachers. When primary schools are established in the Hill Tracts, this school will supply well qualified teachers. At the end of the year there were 66 pupils on the rolls, of whom 35 were Chakmas, 22 Mughs, six Tipperahs, two Muhammadans, and one was a Hindu. The languages taught are English, Bengali, and Burmese. The most advanced boys have reached Prose Reader No. III in English, and some are reading the vernacular scholarship course in Bengali. The Deputy Commissioner considers the school has done well.

578. PATNA DIVISION.—There are six Government normal schools in Patna division,—one of the first grade at Patna, four of the second grade at Arrah, Gya, Chûpra, and Mozufferpore, and one of the third grade at Durbhunga. By order of the Director, the Motihari Normal School was not opened during the year, and an establishment on a cheaper scale has since been sanctioned.

579. Patna is the only normal school that trains pundits. For this purpose it has an allowance of Rs. 150 a month, sufficient to cover 43 stipends, and to turn out 14 trained

NORMAL SCHOOLS. pandits yearly. Last year, however, the number on the rolls was 27, and the third-year class contained only seven students. "This small outturn," observes the Inspector, "is likely to be repeated in the present year, only seven having been promoted from the second class. The facts are not noticed in the report, but the pandit classes seem to have lost popularity within the last year or two. I can only attribute this to the general disrepute into which vernacular education has fallen."

580. The following table shows the outturn of the guru classes for the year:—

DISTRICTS.	Number on rolls on 31st March 1875.	Number passed out during the year.	Expenditure.	Cost of each trained guru.	REMARKS.
			Rs.	Rs.	
Patna	46	44	2,340	53	Approximate; the cost of the pandit and guru classes cannot be separated.
Shahabad	55	79	2,576	33	
Ditto Sasseram training class	16	21	349	17	
Gya	36	61	3,121	51	
Sarun	28	61	3,314	54	
Ditto Sewan training class	6	25	465	19	
Mozufferpore	41	53	2,632	50	The Tirhoot figures are uncertain.
Durbhunga	27	25	1,780	71	

581. The Durbhunga school was in an unsatisfactory state, mainly owing to the absence of due supervision during the famine.

582. The Arrah and Mozufferpore normal schools are described as the best in the division. At Arrah the cost of each trained guru is remarkably low (Rs. 33). It not only gives moderate stipends, but succeeds in making them prized by exacting certain qualifications as the condition. Besides the stipend-holders, there were 15 students reading without stipends in the hope of getting them after examination.

583. Of Mozufferpore Normal School the Inspector remarks:—

"Mozufferpore Normal School sets the fairest example in this respect. The quality of the class is far higher than in any normal school I have seen in Behar. It fortunately started on the right plan, and so escaped the failure and discouragement which have attended the career of many training schools. It looked to the middle schools of the district to replenish its classes, which are now filled with young men thoroughly able to learn and to teach. Of 33 students present when I visited the school, 22 had had a school education. The Hindus knew Hindi well, explaining the Sanskrit words in Prem Sagar; the Mussulmans knew Hindustani equally well. All the pupils in the first class worked correctly a simple rule-of-three sum—a fact without parallel, so far as I know, in the normal schools of Behar. A receipt for money was written out correctly, and mental arithmetic was fair, though, as might be expected, these subjects needed more attention. Altogether this normal school at Mozufferpore is an entire success; it is turning out a set of gurus of far more than average capacity, and it justifies the advice I have urged upon all district committees,—Look to your umedwar class to infuse new strength into your pathsalas. But the practice of many committees, I fear, is to give a stipend after little or no examination to any one who presents himself; and the feeling gains ground that it is the umedwar who confers the obligation by joining the school. Consequently, many come for the stipend merely, and disappear after having received for six months an education and a comfortable subsistence."

584. In the Patna Normal School, on the other hand, the results of the guru-training class are unsatisfactory. In Arrah 79 gurus were trained in the year. In Patna, with a larger stipend allowance for gurus, only 44 were trained. The Inspector attributes this to the bad material of the class:—

"I visited the school just before the time the report was made. The gurus were many of them too old to learn, and the majority of the umedwars had led wandering, unsettled lives that unfitted them alike for teaching and for being taught. Hence it has resulted that only half the class passed at each six-monthly examination. I reported my impressions to the District Committee, but it decided to make no change in the constitution of the class, which is still, as the head-master reports, filled by men ignorant of Hindi, and with no notions of moral responsibility, punctuality, or discipline."

585. With regard to sub-divisional training-classes, the Inspector writes:—

"As a supplement to the head-quarters normal school, I am altogether in favor of sub-divisional training-classes, which have been tried successfully at Sasseram and at Sewan. The cost of training each guru at these schools is Rs. 17 and Rs. 19 respectively; that at Sasseram has now been converted into an aided school, and the cost to Government will henceforward be reduced by one-half. The district is really too large an area unit for the pathsala system. Gurus have the strongest objection to go 40 or 50 miles off to live amongst strangers, but many of them would not object to go to the sub-divisional head-quarters which they probably know. It is essential, however, that a competent teacher be kept. Three such classes were established in Gya, apparently under inferior teachers, for the cost

of training each guru was only Rs. 4; and these are reported as failures. In Sewan, stipends for the gurus under training are paid from the primary grant; in Sasseram no stipends are given, and the gurus are brought in at the slack time of the year. In every district there are savings enough from the primary grant to pay for such classes; and if the sub-divisional officers and the deputy and sub-inspectors were given to understand that these classes were in their special charge, I have little doubt about their success." NORMAL SCHOOLS.

586. The Patna division is ill-provided with normal schools for the training of pandits. Mr. Croft advocates the establishment of pandit classes at Mozufferpore and at Arrah; the first for all North Behar, the second for the western districts of South Behar, Patna supplying the needs of the eastern districts.

587. *Technical Schools.*—The following passages from the Inspector's report give a short account of the workshop classes at Dehree in Shahabad.

"*The Dehree Workshops* have two schools attached,—one English and one Vernacular, both admirably managed by Mr. Fouracres. In the English school, on 31st March 1875, there were 24 boys on the register. When I visited the school in April, there were 26 boys, 20 Europeans, and six Bengalis. All the students work for six hours a day in the shops, and have two hours at school, when they are taught English, mathematics (including euclid, algebra, and trigonometry), and mechanical drawing, but no history or geography—a defect which might usefully be supplied. For the maintenance of each European boy an allowance of Rs. 20 a month is made, of which Government pays Rs. 15, and (with two exceptions) the relatives of the boy pay Rs. 5. For native boys Rs. 8 are allowed, of which Government pays Rs. 7. The cost of each boy during the year under report has been Rs. 370. Many Bengalis have been admitted to the school since its commencement, but the labor of the shops has proved too much for the majority, and only six have persevered."

"The vernacular free school had 68 boys on the rolls, many of them sons of the workmen employed. Of the whole number, 46 worked in the shops after their two hours of schooling, and all were in receipt of stipends of from Re. 1 to Rs. 6 a month, representing the value of their earnings. With the exception of two Rajputs and a Brahman and a Kayasth who are orphans, all the working boys are of the lower castes."

"In the school a thoroughly sound education is given. The first class read and write both Kaithi and Nagri very well, and five boys know Hindustani. Arithmetic is taught to rule-of-three, euclid, and mensuration. The cost of each boy's schooling is Rs. 12 a year."

"The question of more technical schools is now the subject of correspondence. An English school has lately been opened at Buxar for the children of railway *employés*. This would form a convenient centre for the technical education of Europeans. But I have lately, in a separate letter, advocated the establishment of one large boarding school at Jamalpore for the whole of Behar, in which technical and general education should be combined, for Europeans only; and I am of opinion that much more satisfactory results will be got out of a central institution of great strength than from a multitude of petty attempts, costing on the whole more money."

588. BHAGULPORE DIVISION.—In the Bhagulpore division there are three Government normal schools,—one of the first grade at Bhagulpore and two of the second at Monghyr and Purneah. There are also four aided schools in the Sonthal Pergunnahs with 213 pupils, of whom 60 are girls; these are managed by the two missionary bodies.

"Those in the Sonthal Pergunnahs," says Mr. Croft, "are not strictly normal schools. They are chiefly civilizing institutions for the benefit of the Sonthals, promising boys being brought in from distant villages, fed and taught, and finally sent back again to their villages, some as teachers and catechists, and all as apostles of a higher civilization. The object of the missionaries, as stated by the Rev. R. Skrefsrud, is 'to raise the people gradually, making no "Babu-gulf" between the instructed and the uninstructed.' In the single school at Benagoria, within the last five years, about 200 boys and girls have read to the 1st class, *i.e.*, Sonthali and Bengali, double rule-of-three, and a little history and geography. A large number have left before they got so far. Mr. Skrefsrud adds that the educated Sonthals serve as a link between their countrymen and Bengalis, and consequently enjoy much deference in their own villages."

"In Bhagulpore school a third-year class for pandits was opened for the first time at the close of the year under report, unnecessary delay having taken place in this matter. Only 29 of the 45 stipends were taken up; and it seems clear that the yearly outturn of this school will amply supply all the needs of the division, with only three districts needing Hindi or Hindustani pandits, and not more than 40 middle schools, vernacular and English. There are therefore ample funds remaining for the purpose which I referred to before, namely training a class of one-year students for lower vernacular schools teaching the 'intermediate' scholarship standard recently defined. I pointed out that these schools were as yet few in number, but that, while about half the D pathsalas were already at that level, many more, both D and E, would certainly rise to it, now that the new scholarships had presented the best pathsalas with a definite motive to excel. For admission to the third-year pandit classes, the vernacular scholarship certificate is required; those who fail to obtain

NORMAL SCHOOLS. that certificate are the persons to whom I look as the material for the one-year classes. They should be required to pass an examination, before being admitted, in the standard that they would afterwards have to teach."

589. The Commissioner considers the above proposal a good one. Mr. Croft continues:—

"I believe that one class of this kind would supply the wants of the whole division. Even now, in rare instances, students who fail at this examination take up guruships, with their precarious income and their low status, because no better employment is open to them. If, on the other hand, they saw an assured prospect of a Rs. 5 income as pandit of a school in the regular line of vernacular education; of a school to raise which to a higher standard, bringing higher pay, was seen to be well within the reach of an industrious and competent teacher, I am convinced that large numbers of such students would come, even from Purneah and from Monghyr, to join the classes through which alone they could look to so fair a future. And if so, it is easy to see that vernacular education would gain, and the middle schools become popular, by reason of the fresh career opened to all who attended them."

"Turning now to the guru classes of last year in the normal schools. In Bhagulpore (which had the highest stipend allotment) 36 pupils were trained, in Monghyr 74, and in Purneah 28. These differences are worth noticing. The Magistrate of Bhagulpore remarks on the small number of teachers trained, compared with those that have yet to be trained. It appears that the full number of stipends (35) has never been taken up. Why this is so, I know not. The Deputy Inspector refused to send in a fresh batch of gurus just before the close of the year, because he wanted them to make out the returns for their pathsalas; but this would be only a temporary check. One letter of the Magistrate's led me to suppose that *umedwars*, or intending not actual gurus, were not allowed stipends. This would furnish a quite sufficient explanation of the meagre results, but I think I have not understood him rightly. It is to the *umedwar* class that we have chiefly to look for the infusion of new strength into the pathsalas, and the conditions, both present and future, should be made so attractive as to secure the best men going. In Monghyr, for example, the umedwar stipend and the pathsala grant are both liberal; consequently, not only are all the stipends taken up, but some read without stipends. Other things being equal, better prospects attract better men; and though, as I have remarked elsewhere, the ordinary Monghyr umedwar comes of an unsatisfactory stock, yet he is young and teachable, and passes through the school rapidly. Whatever be the cause in Bhagulpore, whether there are no stipends except for gurus, or whether the local officers do not hunt up and send in punctual supplies of men, both gurus and umedwars, to be trained, or whether those sent in are not carefully chosen, and are too old or stupid to learn, it needs explanation why only 12 gurus and 24 umedwars were trained in the year, with a stipend allowance of Rs. 150 a month. The cost per head in stipends only thus becomes Rs. 50, while in Monghyr it is only Rs 20."

590. The Commissioner has called for an explanation why, with so large an allowance as Rs. 150 for guru stipends, only 36 gurus were trained during the year.

591. "In Purneah," Mr. Croft reports, "special causes were at work. The stipends in the normal school are high enough, but they lead to nothing worth having. The enormous multiplication of pathsalas in that district has been effected by reducing the average Government wage of a guru to Rs. 28 a year. In Monghyr it is Rs. 44 a year, and in Bhagulpore more. The fee-income is no doubt high in Purneah; but it is to the fixed, and not to the fluctuating, income that an intending guru looks; and though the total pay is actually as high (or nearly so) as in other districts, yet it attracts an inferior class of men. The District Committee complain that the stipends have never been filled, though they hope for better results this year."

592. The Inspector is strongly in favor of supplementing the regular normal schools by cheap sub-divisional training classes. The gurus of Bhagulpore division have hitherto shown much reluctance to leave their pathsalas, and come into the head-quarters stations (perhaps at the cost of a journey across the Ganges into an entirely foreign country) to be trained. In this proposal the Commissioner concurs, and has desired the district officers to establish such training classes.

593. The Sonthal Pergunnahs district has no Government normal school; the aided schools under missionary charge are not adapted for training gurus. Acting upon Mr. Croft's suggestions, the Commissioner has requested the Deputy Commissioner to set on foot sub-divisional training classes to be paid for out of the primary grant.

594. On the question of providing houses for the normal schools, only one of which (Purneah) is as yet housed, the Inspector remarks:—

"Bhagulpore and Monghyr schools should have houses; rent is now paid for them at Rs. 25 and Rs. 7 respectively. The Bhagulpore house is not nearly large enough for all its classes, and it is miles away from the cutcherries and the Vice-President's eye. The Monghyr school is well situated, and, like all other schools in Monghyr, is frequently visited by the Magistrate; but it is dark and incommodious."

"If a building is sanctioned for Bhagulpore, it should, in my opinion, include a barrack for the pandit classes, who have to read for three years."

595. The following passage is worth notice, as showing the special difficulties in the way of training gurus in Behar. NORMAL SCHOOLS.

"The Bhagulpore head-master gives a good account of the difficulties to be faced in teaching the gurus Hindi, their so-called vernacular. I append a few sentences of village patois, from which it will be seen that in learning Hindi they have, in fact, to learn a new language:—

"Pothi nen likhlo chhai": It is written in the book.
"Ek admi ailo chaun": A man is come.
"Hamro bhai bhir parhtaun": My brother also shall read.
"Kenda jai chha?" Where are you going?"

596. ORISSA DIVISION.—There are three Government normal schools in the division, one of the first grade at Cuttack for training pandits and gurus, and two of the third grade at Pooree and Balasore for training gurus only. The school at Cuttack was established in 1869, and up to the end of the year it had sent out 76 qualified pandits; but of these only 38 have as yet got employment. With reference to this, the Joint-Inspector says: "Here again I am compelled to express my conviction that so long as there is not some one (be he the Inspector of the Circle, Commissioner of the Division, or any other) authorised to appoint teachers to all schools within the division, the normal school students can scarcely hope for employment." In the pandit department there were 43 pupils at the end of the year, of whom eight were Bengali settlers in Orissa, one Muhammadan, and 34 Uriyas. During the year 18 pandits left the school with certificates, and 11 of these have obtained employment. The guru department of the Cuttack School contained 30 pupils at the end of the year, of whom two were Brahmins, 10 Naiks, 15 Mohanties, one Khandist, and two Muhammadans, all being, without exception, teachers of village schools, who had come in to be trained. The number of Abadhans passed through the school during the year was 50, all of whom returned to the schools from which they had been drafted.

597. The Balasore Normal School had 23 Abadhans on its rolls at the end of the year, and, since its establishment in October 1873, it has passed 45; the number of Abadhans in the district who have yet to pass through the school is 94. Besides the Government school, there is an aided normal school at Santipore in the district of Balasore which is managed by the American Baptist Mission. This school is intended for training teachers for Sonthals, and, as might be expected, it is inferior to the Government school. In explanation of this the Rev. Mr. Smith says: "In addition to the fact that we have to take the raw material from the jungles, there is this further and important point to be considered, viz., the unsettled and erratic character of these children of the forest. Their love and appreciation of knowledge has not yet come to be so great as to carry them through great obstacles in order to secure it. Hence young men, after being in school for months and even for years, are not unfrequently induced to desert the school on very frivolous occasions, when their places have to be supplied by raw recruits."

598. The Pooree Normal School had 24 Abadhans on its rolls at the end of the year, and since its establishment 42 Abadhans have been passed through the school; there are yet 72 Abadhans in the district to be trained. The head pandit of the school is reported to be a good Sanskrit scholar, but in every other respect inferior to the second pandit.

599. The Inspector thinks that, considering the low qualifications of the Abadhans, the present period of six months allowed for their training is too short. He writes:—

"The Abadhans learn very little in six months, and most of them lose their little learning after a time. To make themselves really useful teachers, they must remain in the schools for at least a full year; but if the period now allowed is not to be altered, they must come in for instruction twice or thrice. The Joint-Inspector hopes the term of training will be extended to one year. He is of opinion that all the money paid to the untrained teachers for doing exactly the same thing they were doing before, is, to say the least, thrown into water, for inspectors can do little to improve schools when the teachers are ignorant and incompetent. It appears to me extraordinary that indigenous schools should be so popular in Orissa, and yet the teachers so universally condemned. There must be some merit in them; and I think that the sooner the payment-by-result is introduced, the better it will be for the Abadhans and primary education. At any rate, I hope the district authorities will not annihilate the traditional Abadhan for some time to come."

600. CHOTA NAGPORE DIVISION.—The Inspector reports that the great want of this division is a first grade normal school at Ranchi. A proposal to establish such a school is now under consideration, and it is hoped that before the end of the current year the school may be started. "Next to the Ranchi school," writes Mr. Woodrow, "a normal school for gurus is required at Palamow. An industrial school is also much desired at Palamow. In it everything relating to agriculture should be taught. On account of the deterioration in the breed of cattle and the murrain among them, the Assistant Commissioner, Mr. Forbes, is anxious to have a department in the technical school, where instruction in farriery or at least cow-doctoring would be given. Any scheme to show the people the best means for improving the breed of cattle would be desirable. At present such matters are left to

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chance, and absence of all care on the part of the people has resulted not only in the absence of improvement, but in absolute deterioration. Some steps should be taken to establish a technical school in connection with the Anglican Mission at Ranchi. The lay Missionary, Mr. Herzog, has a genius for architecture, and everything connected therewith. He has built, at Ranchi, churches and other edifices, not only beautiful, but at little cost." With reference to cow-doctoring, it may be mentioned that, in North Behar also, a wish has been expressed for the translation of the Bengali treatise on cattle disease into Hindi, for use in the normal schools or pathsalas of that province.

GRANT-IN-AID RULES.

601. GRANT-IN-AID RULES.—The following statement exhibits the extension of grant-in-aid education for two successive years:—

Class of Institution.	1874.				1875.			
	Number of schools.	Number of pupils.	Government grant.	Total receipts.	Number of schools.	Number of pupils.	Government grant.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	5	280	21,898	98,022	5	362	20,997	93,864
Higher English	76	7,516	49,310	1,83,591	81	8,613	51,728	1,99,742
Middle English	416	21,632	1,20,054	3,54,756	447	24,330	1,36,799	3,97,985
Middle Vernacular	716	32,945	96,965	2,48,126	763	36,445	1,09,829	2,73,836
Lower Vernacular	522	17,029	28,501	70,126	614	19,315	30,287	71,010
Girls' Schools	250	7,512	57,086	1,59,163	296	7,905	62,004	1,86,918
Normal Schools	15	664	16,883	44,547	16	702	16,257	44,089
Total ...	2,000	87,578	3,90,697	11,53,331	2,222	97,672	4,27,901	12,67,444

There has therefore been a total increase of 222 schools and 10,094 students, and an increase of Government expenditure amounting to Rs. 37,204; of private expenditure amounting to Rs. 1,14,113. Private contributions are almost exactly double the Government grant. They are slightly in excess of the Government grant for lower vernacular education, and rise in regular gradation up to three and a half times the Government grant for colleges.

602. It appears from the foregoing returns that middle English education claims the largest share of the Government grant-in-aid, or 32 per cent., and that the greatest increase of expenditure, both Government and private, has taken place in this class of schools. Middle vernacular education follows, with 26 per cent. of the Government grant; education of this kind has also received a large expansion. Female education follows, with 14 per cent., of which more than half is claimed by Calcutta. Higher English education takes 12 per cent., mostly in Presidency and Burdwan divisions. In the backward provinces of Behar, Orissa, and Chota Nagpore, middle English schools occupy nearly half the Government grant. The cost of collegiate education in Calcutta has somewhat decreased.

603. The figures in the preceding table include the cost of circle schools, amounting to Rs. 28,000, which, however, is not paid out of the grant-in-aid allotment. Deducting this sum, we find a total expenditure of just four lakhs on aided schools for the year 1874-75. The grant-in-aid allotment for Bengal is Rs. 4,87,300, and the savings are distributed amongst the different divisions as follows:—

Divisions.	Grant-in-aid allotment.	Expenditure.	Savings.	Remarks.
	Rs.	Rs.	Rs.	
Presidency	93,000	82,547	10,500	
Calcutta	45,000	55,159	[—10,200]	The cost of aided colleges is excluded, amounting to Rs. 21,000.
Burdwan	94,000	86,329	7,700	
Rajshahi	67,000	51,342	15,700	
Cooch Behar	7,000	7,571	[—600]	
Dacca	55,000	38,954	16,000	
Chittagong	15,500	10,291	5,200	
Patna	48,000	8,905	39,100	
Bhagulpore	30,000	12,375	17,600	
Chota Nagpore	15,000	11,516	3,500	
Orissa	17,800	13,466	4,300	
Total ..	4,87,300	3,78,455	1,08,800	

The large unappropriated balance in Patna division has been since reduced to Rs. 15,000 by the transfer of Rs. 9,000 to Calcutta and by fresh applications for aid. Similarly, the Bhagulpore balance has been reduced to 8,100 by the transfer of Rs. 4,000 to Calcutta and by fresh applications.

604. The figures showing the amount of private contributions must be taken with one important consideration. It is the opinion of competent authorities that these figures are far from trustworthy, and that, if local subscriptions fall off, or from any cause the full establishment is not kept up, the facts are often concealed, and the full Government

grant drawn. The question has lately attracted the notice of Government, and it may be hoped that inquiries set on foot by district committees and others, and the fear of punishment on detection, may have some effect in checking practices of this kind. The aided schoolmasters are now in the power of the managers, and dare not complain even if they are not paid their full salaries. It has been repeatedly suggested that the only remedy for this state of things is to place the appointment of aided schoolmasters in the hands of the Inspectors. Short payments would then be immediately made known. GRANT-IN-AID RULES.

605. The procedure for assigning grants to applicant schools is described as complicated and tedious. The principle that underlies the rules is that the district committee, the circle inspector, the commissioner, and the director shall all concur before a grant is given. The practice is that the circle inspector recommends a grant to a certain amount, the district committee generally concur, and the director sanctions the grant as a matter of course. In a very few cases the inspector and the district committee fail to agree; in such cases only is a reference made to the commissioner.

606. The rule requiring all grants for the coming year to be entered in a budget on the 15th January has been generally neglected. Applications are considered as they come in, and grants sanctioned at any time in the year.

607. Several schools admit boys free, the managers paying the fees, or (which comes to the same thing) increasing their subscriptions to the amount required as the condition of the grant. The Government of Bengal has lately decided that it is impossible to distinguish between fees paid by a boy's parent, and fees paid by some one else on his behalf.

608. The rule requiring grants to be reduced on renewal is frequently carried out; but less generally in backward districts. It is rightly remarked that the rule ought not to be insisted on, unless it is certain that local subscriptions will be increased to an equal amount, otherwise the school will come down at each revision.

609. The time seems to have come for revising the grant-in-aid allotment to districts within the limits of one division. Many districts have spent all, and are in great need of an additional assignment, while neighbouring districts have more than they can distribute.

610. INSPECTION.—Since the close of the year, orders have been issued, revising the strength of the inspecting establishment, with a view to meeting, to the utmost extent permitted by the funds at the disposal of Government, the numerous demands made for an increase of the subordinate inspecting agency in the several divisions. For the present, the inspecting establishment has been fixed at the following strength:— INSPECTION.

		Rs.
10	Deputy Inspectors of the 1st grade on	200
15	Ditto ditto 2nd "	150
20	Ditto ditto 3rd "	100
25	Sub-Inspectors of the 1st "	75
75	Ditto ditto 2nd "	50
55	Ditto ditto 3rd "	30

This gives a total force of 45 deputy inspectors and 155 sub-inspectors, or 200 officers in all, and provides a fair amount of promotion to the officers of the existing establishment, besides adding 28 to their number. Arrangements are in progress for distributing the sanctioned force in such a manner as will meet the most pressing wants of all the divisions. It has been found necessary, however, to recommend that nineteen of the 28 new officers be appointed to the Presidency and Burdwan divisions, and even with this addition each officer will have more than 100 schools under his charge, while in other divisions he will have about 70 schools to look after. To each of these latter divisions it has been found possible to add only one or two new officers,—a number far short of what is required, according to the unanimous opinion of inspecting officers, district officers, and Commissioners. The cost of the revised inspecting establishment will be Rs. 2,54,400, being an increase of Rs. 24,300 on the cost of the existing establishment.

611. Under the revised scheme, one deputy inspector will be posted to each district and to the town of Calcutta, and sub-inspectors will be allotted by the Director of Public Instruction to the several divisions, in consultation with the Commissioners and the Inspectors. The duties to be assigned to the sub-inspectors, and the areas within which their functions shall be exercised, will be determined by the Commissioners in concurrence with the Director; but the orders are that ordinarily sub-inspectors of the third grade should be posted to the sudder sub-division of districts, where they will be under the immediate supervision of the Deputy Inspector and the District Magistrate.

612. The existing staff of deputy and sub-inspectors are in general a competent body of men, and, with few exceptions, are well spoken of by their superior officers. It seems necessary, however, to define the duties of deputy inspectors more precisely than has yet been done. In one district it is the practice to give the deputy inspector a definite area, which he only leaves when he is ordered to investigate some question or complaint about a school in a different area. In another, it is his business to circulate continually over every part of the district, supervising the work of all his subordinates. The latter seems to be the true conception of a deputy inspector's duty; and it is probable that in those districts which follow the former method, the want of a sufficient number of sub-inspectors is the cause. It

INSPECTION.

seems inadvisable for a sub-inspector to be left alone for any length of time without personal examination of his work by a more experienced officer, other than the occasional supervision which the Deputy Magistrate can give.

613. The work of inspecting officers is subjected to criticism of two kinds: by the Magistrate or Sub-Divisional Officer, to whom the diaries are first sent, and by the Inspector, when he passes the travelling bills. The Inspector can see whether the Deputy or Sub-Inspector spends unnecessary time in office-work at head-quarters, or in inspecting schools within easy reach of his house; but he is unacquainted with the situation of the primary schools, and cannot tell whether journeys are economically made or not. The most efficient criticism of inspection-diaries must come from the local officers. They alone can tell whether remote schools in inaccessible parts are sufficiently inspected, or whether the sub-inspector, in his journey from one school to another, leaves two or three unvisited by the way, in order to increase the mileage. Different practices in fact prevail. One district officer insists on the number of schools seen; another on the number of miles travelled; a third on continuous journeys from village to village without frequent returns to the same centre; a fourth will not endure protracted stay at head-quarters.

614. These tests can be properly applied by the local officer only. If the Inspector sees that one sub-inspector travels ten miles for each school visited, and another only three, he cannot criticise effectively while he is ignorant how far apart the schools are in the two areas. Or, if he sees that in one district each school has been inspected five times in the year, and in another only twice, it is possible that the high rate in the former district has been gained by the neglect of schools in parts difficult of access. The Inspector mentions the case of an officer in Orissa who visited one school 44 times in the year, while others were not visited at all. If only it is exercised, the most effective criticism of all such matters lies with the district officers.

615. The Inspector of Rajshahi has proposed to utilise the district education clerk in inspecting pathsalas near the sudder station, on the admitted ground that his proper work occupies him only for a week in the month. This plan has been carried out in some districts. Mr. Croft, however, suggests another mode of employing that officer's services, by which the Deputy Inspector, half whose time is now taken up with mere clerk's work, would be set free for his proper duties. He writes as follows:—

"The most urgent need now felt is the need of some arrangement by which the Deputy Inspector's office work may be diminished. The Deputy Inspector has, for all office work, a mohurir on Rs. 7, who relieves him of the burden of much vernacular writing, but who cannot help him in the manifold English writing that he has to get through. Month after month, in checking travelling bills, I find the Deputy Inspector chained to the desk for ten, fifteen, or twenty days. I protest, and refuse to pass the bills without explanation. But I am fully aware that a quite unnecessary portion of this highly-paid officer's time is now taken up with duties that ought to be handed over to a writer. We do not get out of our Deputy Inspectors anything like as much as we might. The remedy is to give the Deputy Inspector a room in the Magistrate's office, and to make the education clerk do all his copying work. At present the education clerk, except for five or six days' work in the month, is merely an additional clerk in the Magistrate's office. A proposal was lately made to utilise the clerk's spare time in inspecting pathsalas near the sudder. Give him instead the Deputy Inspector's correspondence, and we shall get much more useful work done for the same money."

I fully concur in these proposals, which would also have the effect of bringing the Deputy Inspector into constant personal communication with the Magistrate whenever he was at head-quarters. They are strongly supported by the Commissioners of Patna and Bhagulpore.

J. SUTCLIFFE,

Offg. Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on the 31st March in the years 1874 and 1875.

Colleges and Schools for General Instruction.	Number of colleges and schools as on 31st March.		Number of pupils on 31st March.	
	1874.	1875.	1874.	1875.
Colleges and Schools receiving State Grants.				
Superior Instruction—				
Colleges affiliated to the University in Arts—				
Government Colleges ...	10	10	803	851
Private Colleges, aided...	5	5	280	362
Total ...	15	15	1,083	1,213
Secondary Instruction—				
Higher Class English Schools—				
Government Schools ...	46	44	10,776	11,417
Private Schools, aided ...	76	81	7,516	8,613
Total ...	122	125	18,292	20,030
Middle Class English Schools—				
Government Schools ...	7	7	727	962
Private Schools, aided ...	416	447	21,632	24,330
Total ...	423	454	22,359	25,292
Middle Class Vernacular Schools—				
Government Schools ...	186	180	10,428	10,192
Private Schools, aided ...	716	763	32,945	36,445
Total ...	902	943	43,373	46,637
Primary Instruction—				
Lower Class Vernacular Schools—				
Government Schools ...	22	15	644	410
Private Schools, aided ...	522	614	17,029	19,315
Pathsalas, aided ...	11,685	12,516	285,764	310,299
Total ...	12,229	13,145	303,437	330,024
Instruction for Females—				
Government Schools ...	1	1	74	72
Private Schools, aided (including zenana agencies) ...	250	296	7,512	7,905
Total ...	251	297	7,586	7,977
Total of Colleges and Schools for General Instruction receiving State Grants ...	13,942	14,979	396,130	431,173
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts ...	2	2	152	28
Secondary Instruction—				
Higher Class English Schools ...	43	41	10,168	10,770
Middle Class English Schools...	97	117	5,785	6,465
Middle Class Vernacular Schools ...	122	112	5,768	4,910
Primary Instruction—				
Lower Class Vernacular Schools ...	174	160	4,697	4,129
Pathsalas, Tols, and Maktabs...	1,392	2,356	34,537	52,545
Instruction for Females—				
Girls' Schools ...	60	89	1,299	2,200
Total of Colleges and Schools for General Instruction receiving no aid from the State...	1,890	2,877	62,406	81,047
Grand Total of Colleges and Schools for General Instruction ...	15,832	17,856	458,536	512,220

Return of Attendance in Colleges and Schools for Special Instruction as on 31st March in the years 1874 and 1875.

Colleges and Schools for Special Instruction.	Number of colleges and schools as on 31st March.		Number of pupils on 31st March.	
	1874.	1875.	1874.	1875.
Special Instruction—				
Law Departments, affiliated to the University	6	5	299	289
Medical College, English Department, affiliated to the University	1	1	319	330
Engineering Department, Presidency College, affiliated to the University ...	1	1	227	157
Civil Service Departments	3	2	203	16
Madrassahs	3	5*	314	637
Bengali Medical School, Sealdah	1	1	506	704
Hindustani Classes, Medical College	1	1	72	84
Vernacular Medical School, Patna	.....	1	...	27
School of Art	1	1	129	160
Other Technical Schools, Government	2	4	42	129
Other Technical Schools, aided	.....	1	.....	5
Other Technical Schools, unaided	2	2	89	89
Normal Schools for Masters—				
Government Normal Schools	41	40	1,686	1,620
Guru-training Classes (temporary), aided	17	3	130	41
Aided Normal Schools	11	10	569	650
Normal Schools for Mistresses—				
Aided Normal Schools	4	5	95	47
Unaided Normal Schools	.....	1	... ..	25
Total of Colleges and Schools for Special Instruction ...	94	84	4,680	5,019
Grand Total of Colleges and Schools for General and Special Instruction ...	15,926	17,940	463,216	517,239

* Exclusive of the Sitapore Madrasah with an attendance of 20 pupils.

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1874, and ending 31st March 1875.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Superior Instruction—										
University	.....	.....	23,887	600	.....	.....	48,843	130	73,460	68,949
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges	1,96,919	.....	8,193	.....	.....	.....	75,015	39	2,80,166	2,80,166
Private Colleges, aided ...	20,997	.....	.....	38,123	.....	...	18,564	16,180	93,864	93,864
Total ...	2,17,916		8,193	38,123	.....	.....	93,579	16,219	3,74,030	3,74,030
Scholarships held in Colleges—										
Senior	25,631	.....	.....	.....	.....	.....	.....	.....	25,631	25,631
Junior	37,783	.....	.....	.....	.....	.....	.....	.....	37,783	37,783
Endowed	..	.....	6,876	.....	.....	.....	.....	.	6,876	6,876
Total ...	2,81,330	.....	15,069	38,123	.....	..	93,579	16 219	4,44,320	4,44,320
Secondary Instruction—										
Higher Class English Schools—										
Government Schools ..	1,22,767	.....	7,170	6,447	.....	.....	2,25,913	4,062	3,66,299	3,58,466
Private Schools, aided ...	51,728	.....	2,376	56,665	4,505	.....	79,106	5,362	1,99,742	1,96,549
Middle Class English Schools—										
Government Schools ..	10,561	.....	.....	453	.....	.....	10,965	100	22,079	22,048
Private Schools, aided ...	1,36,799	.....	7,014	1,48,133	1,719	540	95,639	8,150	3,97,985	3,92,124
Middle Vernacular Schools—										
Government Schools .	47,223	.....	48	1,821	240	408	23,107	2,348	74,995	74,995
Private Schools, aided ..	1,09,829	156	1,264	86,252	1,445	156	71,064	3,730	2,73,836	2,71,930
Total ...	4,78,647	156	17,812	2,99,571	7,900	1,104	5,05,794	23,752	13,34,936	13,16,112
Scholarships held in Higher and Middle Schools—										
Minor	9,194	.....	.....	.....	.....	.....	.....	.....	9,194	9,194
Vernacular	28,760	.....	.....	.....	.....	.....	.....	.....	28,760	28,760
Endowed	.....	.....	2,220	.....	.....		.....	..	2,220	2,220
Total ...	5,16,801	156	20,032	2,99,571	7,900	1,104	5,05,794	23,752	13,75,110	13,56,286
Primary Instruction—										
Lower Class Vernacular Schools—										
Government Schools	1,428	.....	.....	.....	.....	.....	142	16	1,586	1,466
Private Schools, aided .	30,287	.....	181	17,142	1,366	.....	17,543	4,491	71,010	70,236
Pathsalas, aided	4,10,984	195	264	54,064	2,233	1,361	2,36,361	13,839	7,19,301	7,16,405
Total	4,42,699	195	445	71,206	3,599	1,361	2,54,046	18,346	7,91,897	7,88,107
Scholarships held in Vernacular Schools—										
Primary	13,961		.....	.....	.....	.....	.....	.....	13,961	13,961
Total ..	4,56,660	195	445	71,206	3,599	1,361	2,54,046	18,346	8,05,858	8,02,068
Instruction for Females—										
Government Schools ...	5,969	.....	.....	.....	.....	.....	1,197	16	7,182	7,182
Private Schools, aided ..	62,004	.....	2,733	78,250	1,706	.....	16,136	26,089	1,86,918	1,75,114
Total	67,973	.....	2,783	78,250	1,706		17,333	26,105	1,94,100	1,82,296
Total of General Instruction	13,22,764	351	62,166	4,87,750	13,205	2,465	9,19,595	84,552	28,92,848	28,53,917

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1874 and ending 31st March 1875.—(Continued.)

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Special Instruction—										
Law Departments affiliated to the University	736	.....	.....	.....	.....	.....	22,293	.....	23,029	23,029
Medical College, English Department, affiliated to the University	80,760	.....	.....	.....	.....	.....	24,726	.....	1,05,486	1,05,486
Scholarships in ditto	4,668	.....	900	.....	.....	.....	.....	.....	5,568	5,568
Engineering Department of the Presidency College affiliated to the University...	29,966	.....	.....	.....	.....	.....	13,253	.....	43,219	43,219
Scholarships in ditto ...	5,217	.....	237	.....	.....	.....	.....	.....	5,454	5,454
Civil Service Departments ..	7,428	.....	.....	.....	.....	.....	3,292	.....	10,720	10,720
Scholarships in ditto ..	657	.....	.....	.....	.....	.....	.....	.....	657	657
Madrasahs	*33,751	.....	.....	15	.....	.....	1,288	.....	35,054	35,054
Medical Schools (vernacular)	54,540	.....	.....	.....	.....	.....	21,108	3,836	79,482	79,482
Scholarships in ditto	†3,967	.....	.....	.....	.....	.....	.....	.....	3,967	3,967
School of Art	18,419	.....	.....	.....	.....	.....	1,539	.....	19,958	19,958
Other Technical Schools—Government	13,094	.....	.....	.....	.....	.....	.....	1,033	14,127	14,127
Other Technical Schools—aided	180	.....	.....	539	.....	.....	.....	272	991	979
Normal Schools for Masters—										
Government Normal Schools...	1,35,623	.....	.....	.....	.....	.....	1,971	473	1,38,067	1,38,067
Guru-training class-aided temporary	‡910	.....	.....	.....	.....	.....	1	.....	911	862
Aided Normal Schools... ...	9,631	.....	.....	15,583	.....	.....	88	960	26,262	25,989
Normal Schools for Mistresses—										
Aided Normal Schools... ...	6,446	.....	.....	8,716	.....	.....	1,674	.....	16,836	16,836
Total of Special Instruction ...	4,05,993	.....	1,137	24,853	....	.....	91,231	6,574	5,29,788	5,29,454
Miscellaneous—										
Charges for schools abolished during the year	23,594	.....	.....	2,538	75	.....	2,894	81	29,182	29,147
Charges incurred in the D. P. W. on Government buildings	1,13,578	.....	.....	6,400	.....	.....	.....	.....	1,19,978	1,19,978
Sundries, including Service Labels	41,753	.....	.....	2,019	.....	.....	.....	.....	43,772	43,772
Total of Miscellaneous ...	1,78,925	.....	.....	10,957	75	.....	2,894	81	1,92,032	1,92,897
Superintendence—										
Direction	46,425	.....	.....	.....	.....	.....	.....	.....	46,425	46,425
Inspection	3,04,701	.....	.....	.....	.....	.....	.....	.....	3,04,701	3,04,701
Total of Superintendence ...	3,51,126	.....	.....	.....	.....	.....	.....	.....	3,51,126	3,51,126
Grand Total ...	22,58,808	351	63,303	5,23,560	13,280	2,465	10,13,720	91,207	39,66,694	39,27,396

* Exclusive of the cost of scholarships in the Calcutta Madrasah.
† Exclusive of the stipends of the pupils in the Hindustani classes of Medical College.
‡ Paid from the Primary School Grant.

Return of Social Position of Pupils in the Colleges for General and Special Instruction, 1874-75.

Colleges.	Number of institutions.	Number of pupils on the rolls on 31st March 1875.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
General ... Government Colleges ...	10	851	66	717	6	1	790	6	46	...	...	52	...	5	...	...	5	...	4	...	..	4	72	772	6	1	851
General ... Aided Colleges ...	5	362	4	331	3	2	340	...	4	...	...	4	1	16	...	...	17	...	1	...	...	1	5	352	3	2	362
Special ... Law classes in Government Colleges ...	5	289	29	253	...	...	273	1	13	...	...	14	1	1	...	...	2	...	.	...	...	...	22	267	..	...	289
Special ... Engineering Department, Presidency College ...	1	157	...	151	.	...	151	..	1	1	...	2	...	3	...	1	4	...	...	...	...	...	...	155	1	1	157
Special ... Medical College	4	1,145	3	793	155	42	993	...	68	26	5	99	1	20	27	...	48	...	2	3	...	5	4	883	211	47	1,145
Special ... Government Madrasahs ...	5	637	...	...	...	...	..	12	541	84	..	637	...	...	...	...	...	...	...	...	...	...	12	541	84	...	637
Special ... Civil Service Departments ...	2	16	...	13	...	...	13	...	3	..		3	...	...	..	...	.	...	...	...	...	...	...	16	..	...	16
Special ... School of Art ...	1	169	...	159	6	...	165	..	2	..	...	2	...	2	...	...	2	.	...	...	...	...	...	163	6	...	169
Total ...	33	3,626	93	2,417	170	45	2,725	19	678	111	5	813	3	47	27	1	78	...	7	3	..	10	115	3,149	311	51	3,626

Return of Social Position of Pupils in the Schools of the several Commissionerships, 1874-75.

Commissionership.	Number of schools.	Number of pupils on the rolls on the 31st March 1875.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
Burdwan Division* ...	4,649	121,930	492	31,291	68,257	42	100,082	12	1,467	4,689	...	6,168	...	253	75	3	331	...	21	1,263	3	1,287	504	33,032	74,284	48	107,868
Presidency " ..	3,077	102,647	316	29,556	45,593	147	75,612	2	2,712	23,249	19	25,982	...	285	689	40	1,014	...	7	32	...	39	318	32,560	69,563	206	102,647
Calcutta†	333	21,927	345	4,654	780	229	6,008	1	442	331	..	774	1	853	526	643	2,053	...	2	....	...	2	347	5,981	1,637	872	8,837
Rajshahye Division...	2,213	59,491	191	10,606	22,283	10	33,090	69	3,253	23,019	1	26,342	...	10	24	.....	40	6	6	7	...	19	266	13,881	45,333	11	59,491
Cooch Behar " ...	159	3,708	11	448	1,480	9	1,948	9	481	1,169	...	1,659	...	37	1	5	43	...	13	45	...	58	20	979	2,695	14	3,708
Dacca " ...	1,577	56,579	169	19,163	22,134	6	41,472	20	2,181	12,386	...	14,587	6	60	149	.....	215	...	21	284	...	305	195	21,425	34,953	6	56,579
Chittagong " ...	678	24,378	69	4,774	8,272	..	13,115	15	1,686	8,580	1	10,282	...	24	45	.....	69	4	174	734	...	912	88	6,658	17,631	1	24,378
Patna " ...	2,181	49,950	368	10,028	33,691	24	44,111	43	1,166	4,470	7	5,686	...	82	32	38	152	...	...	1	...	1	411	11,276	38,194	69	49,950
Bhagulpore " ...	1,310	28,891	82	4,065	16,583	...	20,730	30	753	5,472	1	6,256	...	106	462	.....	568	4	6	1,327	...	1,337	116	4,930	23,844	1	28,891
Orissa " ...	938	20,323	43	4,513	13,092	...	17,648	2	326	1,140	...	1,468	...	137	159	678	974	...	1	232	..	233	45	4,977	14,623	678	20,323
Chota Nagpore‡ " ..	792	23,789	68	3,142	11,759	1	14,970	...	153	810	...	963	...	62	2,056	47	2,165	...	117	5,517	...	5,634	68	3,454	20,162	48	23,732
Total ...	17,907	513,613	2,154	122,240	243,924	468	368,786	203	14,600	85,335	29	100,167	7	1,945	4,218	1,454	7,624	14	368	9,442	3	9,827	2,378	139,153	342,919	1,954	486,404

* No returns from 14,062 pupils. | † No returns from 13,090 pupils. | ‡ No returns from 57 pupils.

B.—Education.

Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year 1874-75.

1	2	3	4	5	6	7	8	9	10
Division.	Names of Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on the 31st March 1875.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each thousand of the population
Burdwan	Burdwan	Bengali	3,523	2,034,745	705	25,887	5	·0346	
	Bankoorah	Bengali	1,346	526,772	396	10,362	3·4	·075	
	Beerbhoom	Bengali	1,344	695,921	314	9,366	4·28	·045	
	Midnapore	Bengali*	5,082	2,540,963	2,162	41,257	2·308	·008	
	Hooghly with Howrah	Bengali and Urdu	1,424	1,488,556	447	21,037	3·185	·03	
	Total		12,719	7,286,957	†4,024	107,909	3·16	·055	14·8
Presidency	24-Pergunnahs	Bengali	2,788	2,210,047	1,372	47,798	2·03	·062	
	Nuddea	Bengali	3,421	1,812,795	897	28,480	3·81	·049	
	Jessore	Bengali	3,658	2,075,021	808	26,360	4·52	·038	
	Total		9,867	6,097,863	3,077	102,647	3·2	·05	16·8
	Calcutta	Bengali	8	447,601	333	21,927	·024	·074	49·
Rajshahye	Moorshedabad	Bengali and Hindi	2,578	1,353,626	464	13,204	5·5	·34	
	Rajshahye	Bengali	2,234	1,310,729	286	8,932	7·81	·022	
	Dinagepore	Bengali	4,126	1,501,924	461	8,996	8·9	·03	
	Maldah	Bengali	1,813	676,426	110	4,175	16·48	·016	
	Bogra	Bengali	1,501	689,467	116	3,477	12·71	·017	
	Rungpore	Bengali	3,476	2,149,972	496	10,909	7·008	·02	
	Pubna	Bengali	1,966	1,211,594	280	9,798	7·02	·02	
	Total		17,094	8,692,738	2,213	59,491	7·9	·02	6·5
Orissa	Cuttack	Uriya	3,178	1,404,784	539	10,196	5·9	·036	
	Pooree	Uriya	2,473	709,674	182	4,155	13·6	·02	
	Balasore	Uriya	2,066	770,232	217	5,972	9·5	·028	
	Total		7,717	3,034,690	938	20,323	8·2	·089	6·7
Chota Nagpore	Hazareebagh	Hindi and Bengali	7,021	771,875	182	3,978	38·57	·024	
	Lohardugga	Hindi and Bengali	12,044	1,237,123	271	7,293	44·44	·021	
	Singbhoom	Hindi and Bengali	4,503	415,023	95	5,580	47·4	·022	
	Manbhoom	Bengali	4,914	995,570	244	6,938	20·13	·02	
	Total		28,482	3,419,591	792	23,789	35·91	·023	7·
Chittagong	Chittagong	Bengali and Mughi	2,498	1,127,402	206	8,072	12·9	·018	
	Tipperah	Bengali and Tipperah	2,655	1,533,931	283	9,673	9·38	·018	
	Noakholly	Bengali	1,557	713,934	187	6,698	8·3	·02	
	Chittagong Hill Tracts	Hill dialects	6,882	69,607	3	87	2,294·	·0043	
	Total		13,592	3,444,874	679	24,530	2,324·58	·0603	7·1

* Uriya and Santhali are spoken in some parts of the district.
† Exclusion of 625 unaided schools having an attendance of 17,326 pupils.

B.—Education.—(*Continued*)

Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year 1874-75.

1	2	3	4	5	6	7	8	9	10
Division.	Names of Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on the 31st March 1875.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils to each thousand of the population.
Dacca ...	Dacca	Bengali	2,897	1,855,993	416	17,937	12·9	·018	
	Burisal	Bengali	4,066	1,874,201	409	13,892	9·38	·018	
	Fureedpore	Bengali	2,365	1,515,821	340	11,205	8·3	·02	
	Mymensingh	Bengali	6,293	2,340,917	413	13,714	2,294	·0043	
	Total .	... ...	15,621	7,595,932	1,578	56,748	30·028	·0047	7·5
Cooch Behar ...	Julpigoree ... . Darjeeling	Hindi, Bengali, Bhootea Lepcha, Nepalis, and Gari	4,140	513,377	159	3,708	26	·03	7·2
Patna ...	Patna	Hindi and Hindustani ...	2,101	1,559,638	309	9,003	6·8	·02	
	Shahabad	Hindi and Hindustani ...	4,385	1,723,974	335	7,794	13·1	·018	
	Gya	Hindi and Hindustani ...	4,718	1,949,750	436	8,774	10·8	·022	
	Saran	Hindi and Hindustani ..	2,654	2,063,860	404	8,879	6·6	·019	
	Champaran	Hindi	3,531	1,440,815	182	3,805	19·4	·012	
	Tirhoot	Tirhuti, Hindi, and Hindustani.	6,343	4,384,706	515	11,695	12·3	·012	
	Total ...	... ...	23,732	13,122,743	2,181	49,950	10·9	·017	3·8
Bhagulpore ..	Bhagulpore	Hindi, Hindustani, Bengali, and Tirhuti.	4,327	1,828,290	289	6,264	14·9	·012	
	Monghyr	Hindi	3,913	1,812,986	229	6,675	17·08	·012	
	Purneah	Hindi	4,956	1,714,795	535	10,603	9·2	·031	
	Sonthal Pergunnahs ...	Bengali and Hindi	5,488	1,259,287	257	5,349	21·3	·021	
	Total ...	... ...	18,684	6,613,358	1,310	28,891	14·2	·02	4·4

A. T.—Regr. No. 4089—378—6-11-75.